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ABSTRACT

A study was made of 24 compensatory education-funded schools in which children achieved high scores in reading and mathematics. The study sought to identify effective educational practices in seven criteria areas: (1) site leadership; (2) academic emphasis; (3) instructional effectiveness; (4) school/classroom environment; (5) continuing monitoring; (6) parent/community support; and (7) auxiliary staff support. Individual descriptions are given of the schools, based on a narrative report and objective information gathered by a three-person team that visited each school. Each description includes a school profile and identifies the most effective practices in terms of the seven identified criteria. While the effective practices are not described in detail, an overall picture is presented of what works in a particular school situation and might work in other, similar situations. (JD)

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Effective Practices in Achieving Compensatory Education-Funded Schools

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Preface

This handbook is prepared for everyone who believes in improving student performance through quality schools. It is a description of the project entitled "Effective Practices in Achieving Compensatory Education-Funded Schools." Originally conceived as a means of identifying effective practices in compensatory education-funded schools in which children achieved high scores in reading and mathematics, the project also served to identify those schools for school personnel in search of effective educational practices.

The effective practices sought were those in the areas of the seven project criteria: site leadership, academic emphasis, instructional effectiveness, school/classroom environment, continuing monitoring, parent/community support, and auxiliary staff support. The first six criteria are frequently mentioned in educational literature as key characteristics of effective schools. The seventh criterion, auxiliary staff support, was included to identify its effect, if any, on achievement in reading and mathematics.

Each of the individual descriptions of compensatory education-funded schools is based on a narrative report and objective information gathered by a three-person team that visited each school. Each description includes a school profile and identifies the most effective practices in terms of the seven project criteria identified. The effective practices are not described in detail. Instead, the reader is given an idea of what works in a particular school situation and might work in other, similar situations. The interested reader may contact the principal identified at the end of the description.

The programs described in this document have been the topics of presentations at meetings, workshops, conferences, and the like. Developmental work in preparing detailed descriptions of these selected practices is in progress, and dissemination of this information will follow.

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Acknowledgments

This handbook is the culmination of a year-long project made possible by individuals and agencies whose talents, time, and financial support helped to ensure the completion of the project. To these men, women, and organizations, the State Department of Education expresses its deepest appreciation and gratitude.

We are especially grateful to the Chapter I Evaluation and Technical Assistance Center at the American Institutes for Research and to John Flanagan, President, for making available to the project, without cost to the State Department of Education, the services of Carmen Finley, Beverly Parks, Terry Armstrong, and Joe Buckley.

We are also grateful for the assistance of county and school district personnel who contributed their services for the visitation teams: Ernest Mellela, Fresno Unified School District; Elvie Watts, Sacramento City Unified School District; Regina Matthews and Vermuta Morris, San Francisco Unified School District; Edie Newhart, Vera Ray, and Susan Woehrl, Oakland Unified School District; Carrie Davis, San Diego Unified School District; Juan Salinda, Inglewood Unified School District; and Ida Cate, Office of the Los Angeles County Superintendent of Schools.

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From the Systems Development Corporation, Ralph Hepner shared his experiences from the "Sustaining Effects of Title I . . ." study.

The following State Department of Education staff members served as resource persons or as visiting team members: Edward Bispo, Dale Carlson, Howie DeLane, Eud Estey, Mark Fetler, Carolyn Fowle, James Fulton, Mae Gundlach, Leroy Hamm, Martin Harris, Joseph Hoffmann, Melinda Jan, Berry Kelly, Dene Lawson, Mae McCarthy, Harvey Miller, William Pirtle, Joe Portillo, Howard Quan, Gerald Rider, Barbara Sandman, John Stradford, Liz Tritel, Wolfgang von Sydow, and Elena Wong.

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Finally, the committee expresses its thanks to the Chapter I Evaluation and Technical Assistance Center at the Northwest Laboratory in Portland, Oregon, for funding the development of dissemination packages for this project.

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Introduction

The project staff identified achieving schools in California, determined practices that helped them achieve, and is currently disseminating information about these identified practices. The project, entitled "Effective Practices in Achieving Compensatory Education-Funded Schools," was conceived as a means of rewarding compensatory education schools that do a good job, an incentive for other schools, and a means of providing ideas and resources for all compensatory education schools and noncompensatory education schools which might benefit from identified ideas and resources.

Compensatory education-funded schools are those that received Title I or state compensatory education funds or both during school years 1979-80 and 1980-81. Schools are identified by type as follows:

Elementary school is one that includes either grade three or grade six or both but does not go beyond grade six.

Junior high school is one that serves any of grades seven, eight, or nine but does not include grade levels above nine.

Senior high school is one that includes grade twelve but does not go below grade nine.

Findings

The project identified the following achieving compensatory education schools:

Allendale Elementary (K-6), Oakland Unified School District
Aynsworth Elementary (K-6), Fresno Unified School District
Andrew B. Bennett Elementary (K-3), Inglewood Unified School District
Brentwood Elementary (K-3), Brentwood Union Elementary School District
Castelar Elementary (K-6), Los Angeles Unified School District
Chollas Elementary (K-6), San Diego Unified School District
Citrus Avenue Elementary (K-6), Chico Unified School District
Lawrence Cook Junior High (7-9), City of Santa Rosa High School District
Eastmont Elementary (K-6), Montebello Unified School District
Fairview Elementary (K-6), Visalia Unified School District

Franklin Elementary (K-6), Bakersfield City Elementary School District
Grant Elementary (K-3), Stockton City Unified School District
Lexington Elementary (K-6), Pomona Unified School District
Longfellow Elementary (K-5), Alameda City Unified School District
Malcolm X Intermediate (4-6), Berkeley Unified School District
Modesto High (9-12), Modesto City High School District
Pomona Elementary (K-6), Newport-Mesa Unified School District
South Elementary (K-5), Tracy Elementary School District
Tamalpais High (9-12), Tamalpais Union High School District
Tarpey Elementary (K-6), Clovis Unified School District
Tracy Elementary (K-6), Baldwin Park Unified School District
Treasure Island Elementary (K-5), San Francisco Unified School District
Valley Elementary (K-5), Poway Unified School District
Charles Wright Elementary (K-5), Merced City Elementary School District

The findings that are described here are somewhat limited by the fact that not all of the instruments and checklists were completed by every expected respondent. Further, it was difficult to ensure common understanding of the use of the instruments among the teams because the projected two-day training was reduced to one day for lack of funds. To minimize the effects of the training deficiency, the coordinator made herself accessible to the teams by phone while the visitations were in progress and provided printed instructions.

The effective practices identified through the visitation process are presented here in relation to the seven project criteria:

• Site Leadership

Ensuring the implementation of approved plans
Obtaining parent/community support

Ensuring that activities, content, and methods are geared to the attainment of objectives

Ensuring the coordination of all school programs
 Ensuring that auxiliary staff services are geared to program and student needs
 Ensuring an adequate evaluation program for compensatory education
 Ensuring that staff development needs are met

- *Academic Emphasis*

Emphasis on academic achievement by the principal and the staff
 Goal-oriented activities
 Encouragement of effort
 Focus on basic skills
 Teacher mastery of subject matter
 Teacher-student interaction at expected level
 Focus on academic progress and achievement in reports to parents
 Encouraging in students a desire for learning
 Maintenance of high expectations
 Homework policies
 Elimination of busy work
 A minimum of fads and frills
 A rewards system for achievement
 A wide variety and range of instructional resources
 Parental belief in the quality of education delivered, as shown by their children's achievement

- *Instructional Effectiveness*

Active student participation
 Clarity of questions, explanations, and instructions
 Teacher enthusiasm
 Direct instruction on tasks
 Well-organized class periods
 Good sense of humor
 Effective use of aides/volunteers
 Effective arousal and maintenance of student interest
 Congruency between instructional materials and instructional purposes/expectations/learners' needs (including those for the LEP and special education students)
 Individualized diagnosis and prescription
 Choice of appropriate teaching methods

Developmental teaching by the professional staff; follow-up or reinforcement by trained aides/volunteers

Maximal instructional time

Appropriate and effective coordination between classroom teachers and resource teachers

Timely remediation of referred student difficulties by specialist teachers

Integration of auxiliary services with the total school operation

Well-selected and trained aides

Continuing staff development (including that for the principal)

Encouragement of innovation in staff

- *School/Classroom Environment*

Districtwide and school level policies and standards on order and discipline
 Staff skills in dealing with problems of discipline
 General student observance of rules/standards
 A physical setting that is conducive to learning
 Learning/instructional activities that are defined by the structure of a management plan
 Caring staff/parents
 Positive human relationships
 Administration and staff pride in the schools
 A minimum of absenteeism and only for justifiable reasons
 Strong staff/student/parent support of the program
 Recognition of good teaching/learning
 A positive atmosphere on the playground and the hallways

- *Continuing Monitoring*

Tracking of student progress
 Recording of student progress
 Teacher sensitivity to useful feedback
 Recording feedback
 Teacher responsiveness to useful feedback
 Corrections or adjustments based on feedback
 Continuity between check-up and instruction
 Identification of needs for next lesson or for referral to other staff

A system for referral and follow-up

Regular reports to the principal on low performers

Daily classroom visits by the principal to follow-up on low performers

- *Parent and Community Support*

Strong support of the programs by parents and the community in general

Parent/community support of school policies; i.e., discipline and homework

Parental services in school; e.g., committee work, instructional assistance, yard duty

Parental services from the home base; e.g., preparation of instructional materials, support through monetary contributions or goods, tutoring

Moral support by expressing belief in the programs and disseminating worthwhile information regarding them

- *Auxiliary Staff Support*

A strong commitment to children in need of help

Scheduled conferences with the staff/guardians and conferences as needed

A clear perception by auxiliary staff of their functions, especially in regard to students with special needs

Encouragement of student requests for auxiliary services by fostering the right attitudes toward psychologists, counselors, other staff members

A sense of belonging—a feeling on the part of auxiliary staff that they are an integral part of the school operation

Procedures

The general procedure included (1) the determination of criteria for effective schools; (2) the selection of achieving compensatory education schools; and (3) the dissemination of effective practices.

Determining the Criteria

The idea behind this step was to determine the most common characteristics of effective schools as indicated in literature and the views of educators who have done studies of school effectiveness, as well as those of field practitioners and parents. In addition to individual and small-group meetings, a large meeting was held with State Department of Education resource

persons, representatives, professors, and field personnel to solicit their views on the characteristics of effective schools and other project-related issues. The information gathered was categorized into the following criteria or general characteristics of achieving schools:

Strong leadership of the principal that is characterized by visibility and a high level of influence on school-related personnel.

Academic emphasis that includes high expectations of student achievement

Instructional effectiveness that includes the quality of teachers and teaching in relation to the attainment of objectives for the students

Facilitating school/classroom environment that includes order, discipline, a caring environment, the physical setting, structure, and arrangements for organizing and managing the school/classroom in ways that will facilitate teaching and learning

Continuing monitoring that encompasses the continuing assessment of needs and process effects, attended by a readiness to change to more productive means when a need to do so is indicated

Parent and community support that includes services rendered by parents and community people that contribute to teaching and learning

Auxiliary staff support that includes the services of noninstructional staff like the nurse, psychologist, counselor, speech therapist, home-community liaison, and other noninstructional staff who deliver services directly to the students

Each of the criteria was broken down into specific elements which became the basis for the formulation of the following instruments:

An interview guide/record for principals, classroom teachers, specialist teachers, instructional aides, parents, volunteers, and auxiliary staff

A classroom observation checklist

A resource room observation checklist

An instructional resources/materials checklist

A questionnaire on school climate

A hallways/grounds checklist

A questionnaire for parents

In an attempt to elicit and accommodate elements and practices not covered by the instruments, the interview guides were kept open-ended, and the observation checklists called for comments. In addition, the visit-

ing teams were instructed that significant elements other than the key elements specified in the interview guides were to be considered. Further, the teams were advised that this project focuses on what the schools did—perhaps still do—that the respondents believe to have contributed to their achievement.

Selecting the Schools

The process of selecting achieving compensatory education-funded schools consisted of three screening levels:

Level I Screening

For elementary schools the school performance on the California Assessment Program's (CAP's) reading and mathematics tests had to be above expectations in 1979-80 and 1980-81 on the third grade tests only, or on the sixth grade tests only, or on the tests for both grade levels.

For schools to be considered, the following criteria were applied:

At least 50 students had taken the CAP tests.

At least 50 percent of the total student population participated in compensatory education.

The grade span included the third grade or the sixth grade or both and did not go above the sixth grade.

For senior high schools the school performance on the California Assessment Program's (CAP's) reading and mathematics tests had to be above expectations in 1979-80 and 1980-81 on the twelfth grade tests only.

The following criteria were applied:

At least 50 students had taken the CAP tests.

At least 50 percent of the total student population participated in compensatory education.

The grade span included the twelfth grade but did not go below the ninth grade.

Junior high schools with any of grades seven, eight, or nine were screened on the basis of the pre- to post-test NCE (normal curve equivalent) gains of seven made by compensatory education students in reading and mathematics for school years 1979-80 and 1980-81, based on the district-administered test for compensatory education participants.

Elementary schools with less than 50 percent participation in compensatory education but with scores above the third grade and the sixth grade CAP comparison bands in reading and mathematics for 1979-80 and 1980-81 were considered if the number of compensatory education students tested was at least 30 or

30 percent (whichever was more) of the total number of students tested.

Level II Screening

Principals of schools that passed Level I screening were asked to submit brief descriptions (see Appendix I) of their outstanding practices in five areas:

1. Planning and evaluation
2. Curriculum and instruction
3. Parental and community support
4. Site administration
5. Auxiliary staff support

The respondents also indicated the extent to which they believed those practices contributed, in general, to student achievement. The practices were rated by a panel of three judges on the extent to which they showed or did not show indications of the previously discussed criteria: strong site leadership, instructional effectiveness, academic emphasis, continuing monitoring, facilitating school/classroom environment, parent/community support, and auxiliary staff support. (See Appendix II.)

The rating scale used was as follows:

- 0 = Not indicated
- 1 = Vaguely indicated
- 2 = Moderately indicated
- 3 = Strongly indicated

In districts with two or more schools that passed Level I screening, the schools were ranked by a district official designated by the district superintendent.

Identifying Effective Practices

To identify effective practices in the 24 achieving compensatory education-funded schools, a trained three-person team visited each school. The team included:

1. A compensatory education administrator, preferably a principal or a project director
2. A State Department of Education staff member or a district-level person with adequate background in research and evaluation
3. A third team member, preferably a teacher, who was very strong in classroom procedures

If the school had a heavy concentration of limited-English-proficient (LEP) students, a bilingual education specialist was one of the three members. Objectivity was ensured by assigning team members to districts other than their own.

The purpose of the visiting team was to identify practices that were likely to have contributed to stu-

dent achievement in reading and mathematics. To do this, the team looked into (1) what the school did or does to and for all the students, including the compensatory education students; and (2) what the school did or does to and for all the compensatory education students only.

Three weeks before the visits the State Department of Education provided information regarding the project, including a model two-day agenda. The final agenda for the visitation was generally developed by the team leader and the school principal prior to the visit. A copy of the model agenda is included as Appendix III of this handbook.

Each team submitted all completed instruments and a narrative report on the school visited, based on the seven project criteria. The tables, which appear in Appendix IV, and the narrative report were analyzed to arrive at the individual school descriptions, the findings, the generalizations, and the recommendations.

Generalizations

Although each of the 24 schools is unique in many ways, they all share certain characteristics. For each of the schools, the following generalizations apply:

- The principals of the 24 achieving compensatory education-funded schools are strong leaders, with their leadership styles ranging from low-key to highly dynamic. They are not only organizational managers; they are also instructional leaders who are virtually "in control." They are authoritative without being authoritarian. They are knowledgeable about teaching/learning processes, and they expect their staffs to be the same; but they draw their staff together by creating a pleasant working situation that allows for freedom to be innovative and to participate in decision making.
- The focus is on academic instruction, and standards of academic achievement are high. Every effort is made to increase instructional time with the professional staff. While other forms of learning are not neglected, academics take center stage, and this theme pervades the entire setting—from the things on the walls to the activities that take place. Frills are brought down to the minimum, and homework is an integral part of the teaching/learning process. Further, the schools have strong base programs, and the compensatory education services are supplemental.
- The staff members are very dedicated, enthusiastic, and caring. They are in their respective

school locations because they like it there or have come to like it. Hence, they are generally happy people who find their jobs both meaningful and pleasurable. Staff development is taken seriously and is geared to teaching/learning needs. Aides who give follow-up instruction are trained for their assignments.

- The school/classroom environment, in terms of the physical setting and the emotional atmosphere, is conducive to teaching and learning. There are school/district policies regarding order and discipline, and these are translated into codes of behavior at the local level. The teachers are in charge of their classrooms and are supported by the administration. In addition, teaching and learning operate within the structure of management systems which ensure that the educational participants know what is next and what came before. There, too, are reward systems for recognizing and encouraging academic achievement, good teaching, and other forms of attainment.
- Student progress is monitored continually through formal and informal means. The formal monitoring structure is well-documented, while informal tracking is part of the day-to-day operation and depends on staff sensitivity to feedback and concern for student progress. The latter is seen in the daily visits of the principal to classrooms for follow-up on specific students, as well as the little notes and other reminders that teachers stick into their record books or on the bulletin boards.
- The parents and the community are very supportive of school policies, especially those that pertain to academic standards, homework, and behavior codes. Although not much was noted of their direct participation in classrooms, they volunteer some of their time whenever they can. They also provide support from the home base for learning in general and are clear about their general commitment to schooling. Further, parents showed strong indications of "attitudes toward children" that facilitate learning.
- Auxiliary staff members feel that they are part of the system, but there appears to be need for more in-service training for them on the compensatory education program. Their major contributions lie in the effective management of referrals, their continuing cooperation with the regular staff, and their attempts to disseminate information about their services and to encourage students to avail themselves of these services.

Recommendations

The recommendations of the project staff are as follows:

- Adoptors/adaptors of identified effective practices must move with caution. The conduct and effects of an educational practice are conditioned on a variety of factors—socioeconomic factors, available resources, as well as the behavior of its implementors and the students. The adoptor/adaptor will be well advised, therefore, to seek an understanding of these conditions in the model school and the projected recipient

school before decisions are made to adopt/adapt the practice.

- It will help for users of identified effective practices to evaluate their effectiveness and discuss the same with their original source schools. This practice will result in better understanding of their operation and effects.
- A research-oriented attitude is recommended for those who use adopted/adapted practices. Research-oriented users will raise questions and seek answers based on proofs and facts.

Allendale Elementary School (K—6)

Oakland Unified School District

Parents Do Make a Difference

Enrollment: 773

Ethnicity:

Asian 4.27%
Black 66.62%
Filipino 2.72%
Hispanic 15.14%
Native American 1.95%
White 9.30%

Total percent of minorities: 90.70 percent

Categorical funding sources:

IEP allocation from EIA
ESEA, Title I (now Chapter 1)
School Improvement Program (SIP)

Main features:

- A respected teaching principal
 - The use of test results in planning
 - The Super Achiever Award
 - The Cross-Age Tutoring Program
-

The report of the visiting team for Allendale Elementary School notes that "the principal's leadership role is well-established," that he has the "respect and loyalty of his staff," and that he is strongly committed to providing a good educational program for all the students. The principal also demands high expectations and holds teachers accountable for student achievement, while leaving them free to innovate for improved ways to meet student needs. Instructional monitoring is in the form of informal classroom observations, followed by feedback and suggestions. Lesson plans are reviewed on a weekly basis. What seems to strengthen further the principal's position as instructional leader is the fact that he teaches a daily mathematics class and sponsors a mathematics club for the students.

The curricular focus at Allendale is on the basic skill areas—reading, mathematics, and oral and written language, with the development of a positive self-image providing the needed support. The teachers indicated that results of the *Comprehensive Test of Basic Skills (CTBS)* are seriously considered in planning the instructional program for every student. An item analysis is made for each child, detailing his or her needs. Plans and activities are developed based on identified student needs, and the director for categorical programs assists with in-service training and materials development geared to the needs of individual teachers.

Student gains and improvement are recognized at monthly assemblies. A Super Achiever Award is given at the end of each year to students who have progressed by a specified number of points on the *CTBS*. The award certificate reads: "The Allendale School Staff is proud of you and hopes your parents will continue to encourage you to be a Super Achiever." Below this statement the certificate reads: "Parents Make the Difference." This is one way of recognizing the role played by parents in student achievement. One team member reports that parents take time off from work to attend these assemblies. Why do parents make a difference at Allendale? Parents are made to feel needed and missed if they do not respond to school invitations. For example, the Project Director calls when a parent misses an expected visit or fails to attend a school function. Throughout the school building, the "Parents Do Make a Difference" theme is made evident through posters and signs recognizing the importance of parents as partners in the educational process. The Project Director also maintains an "excellent center for parents."

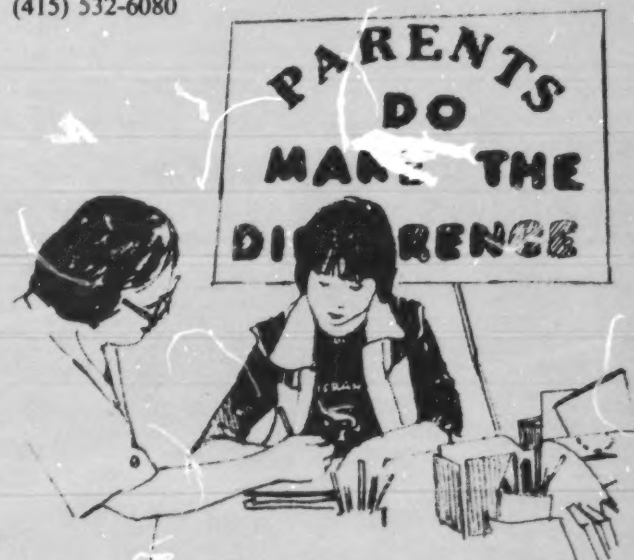
The "Cross-Age Tutoring Program" provides for basic skills development among referred students and positive self-concept reinforcement for the tutors.

Tutors are appropriately trained in tutoring procedures which are very well defined. They are taught that "being a tutor is not hard, but being a good tutor requires work," because they have to work hard on their studies and fulfill their duties to keep themselves in the tutoring program. To distinguish them from the rest of the student body, the tutors wear tutor identification badges. During the 1980-81 school year, the tutor's badge read "Tutor," while the 1981-82 badge read "Super Kid!" Those who wear these badges treat the title, therefore, as an honor and a privilege that they must strive to keep. They regularly report the progress made by their tutees to the classroom teachers. The teachers, in turn, evaluate the tutorial service and report to the Project Director whether or not the time spent on tutoring was meaningful for the tutees. For compensatory education students, tutoring is a major incentive, because students who do well may also become part of the tutoring program.

On the whole the school/classroom environment at Allendale is "orderly and pleasant," and the multiracial student body shows "excellent rapport." The students and staff are at ease with one another, and there are indications that modified "assertive discipline" techniques have created the kind of environment needed for learning.

Contact person:

Herman Long, Principal
Allendale Elementary School
3670 Kenniman Avenue
Oakland, CA 94619
(415) 532-6080



Aynsworth Elementary School (K-6)

Fresno Unified School District

***T**radition with a Difference*

Enrollment: 596

Ethnicity:

Asian 3.19%
Black 14.42%
Filipino 1.01%
Hispanic 63.26%
White 18.12%

Total percent of minorities: 81.88 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
School Improvement Program (SIP)

Main features:

- The Aynsworth Developmental Levels Program
 - Personalized assistance to educationally disadvantaged youth (EDY) and limited-English-proficient (LEP) students
 - A highly visible and supportive administrator
 - High staff morale
-

Aynesworth Elementary School in southeast Fresno draws its students from two major sources—the original “barrio” community and several new housing subdivisions, the development of which caused a rapid increase in the student population. Students are assigned from level three (preschool) through level twelve (grade seven).

The scholastic achievement of students at Aynesworth comes from a blend of educational philosophies and practices that has demonstrated the following elements: excellent leadership, academic emphasis, instructional effectiveness, efficient monitoring, facilitative school/classroom environmental conditions, and quality support services. The core of the discussion here, however, will be the Aynesworth Developmental Levels Program, and the elements identified will be brought in as they relate to the core.

In 1977-78 Aynesworth school personnel made a significant break from tradition by establishing a student grouping system that is now known as the Aynesworth Developmental Levels Program. In a sense, this program is a return to the traditional system of an earlier era in which students were required to master all of the academic requirements at any grade level before

being promoted to the next grade level! The unique components, however, that make the program different from the traditional system may be designated as *placement*, *program*, and *progress*.

Placement consists of a thorough diagnosis of each student's reading, mathematics, and language abilities. It includes the following steps:

1. Initial assessment in reading, language, and mathematics by curriculum lab personnel
2. Evaluation of the initial assessment by the program manager
3. Placement of the new student in the classroom in which he or she is most likely to succeed
4. Conference between the program manager and the parent about the new student
5. Observation of the new student by the classroom teacher
6. Comparison of previous school records with current assessments and observations
7. Final placement (It takes approximately two weeks to complete the placement process.)

The next component of the developmental levels system is *program*, the core of the teaching-learning



Once the student is properly placed, he or she is immediately given work to do at the selected developmental level in reading, mathematics, and language.

process. Once the student is properly placed, he or she is immediately given work to do at the selected developmental level in reading, mathematics, and language. Aynsworth staff members use the district's basic academic program, supplemented with site-developed materials for reading, mathematics, and language. Specific objectives have been written for each developmental level, and mastery of these objectives is required before a student is moved to a higher developmental level. The objectives are evaluated by the staff regularly to ensure their relevance to the district program objectives, as well as to student needs.

Progress, the last component of the developmental levels program, is synonymous with periodic testing and the thorough evaluation of this system. At Aynsworth, progress evaluation (above and beyond the regular district requirements) is done for all students two or three times per year in reading, weekly in spelling, monthly in mathematics, and at least once each semester in written language. As students show evidence that they have mastered the skills at a particular developmental level and are (as determined by their teachers) truly ready to handle the next higher level, they are advanced immediately, in accordance with the prescribed process, which was designed to permit a smooth transition. Promotion, therefore, is a matter of individual rates of academic growth relative to the amount of time needed for mastery. Terms traditionally associated with retention, such as "fail," "repeat," or "flunk," have no place in the developmental levels program.

Aynsworth staff members and parents indicated that standardized test scores in reading, mathematics, and language have been improving since the institution of the Developmental Levels Program. They trace this progress to the fact that the program has increased and intensified time spent on both teaching and learning. Besides, it has meant economy of preparation time for teachers who now can concentrate on a narrower span of abilities.

From this description of the Aynsworth Developmental Levels Program, academic emphasis is clear. It should not be forgotten, however, that it is people who make programs work. The Aynsworth staff is a

team, under the leadership of a highly supportive and visible administrator. Morale is high, and everyone seems determined to carry on with the continuing search for better ways to provide quality education. This climate of dedication and hope has been an invitation to parents and community leaders who have often "gone beyond their assigned duties to get personally involved in many aspects of school life."

In a sense, this program is a return to the traditional system of an earlier era in which students were required to master all of the academic requirements at any grade level before being promoted to the next grade level.

For compensatory education students personalized assistance is provided by categorically funded personnel. Classroom aides reinforce skills taught by the teacher. A "teaching" resource teacher provides remedial or corrective instruction in reading. For LEP students participating in compensatory education, English as a second language (ESL) is taught by an English-speaking teacher, while a primary language aide provides instruction in the language that the student understands best. There is also a bilingual class for every developmental level where a bilingual aide assists the teacher. In the resource lab a tutor provides concept development for students who have specified difficulties in mathematics. Constantly strong support for the compensatory education program by the parents, community, staff, and students was confirmed by all the respondents to items 5, 6, and 7 of the "School Climate Questionnaire." (See Table 9, Appendix IV.)

Contact person:

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Andrew B. Bennett Elementary School (K-3)

Inglewood Unified School District

A No-Nonsense Principal

Enrollment: 414

Ethnicity:

Asian 0.72%
Black 77.54%
Filipino 0.72%
Hispanic 20.29%
White 0.73%

Total percent of minorities: 99.27 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B
School Improvement Program (SIP)

Main features:

- Very strong principal
 - Dedicated staff
 - Meaningful homework
 - Parent/community support
-

The principal is a bright, dedicated no-nonsense woman who has been with the Andrew B. Bennett Elementary School for eight years and who has developed an equally dedicated and very strong staff. Her responses to questions suggest the following facts regarding her philosophy and leadership style:

- Holds high expectations of everyone
- Dynamic, tough, and honest; confronts problems; no procrastinations; no tolerance for incompetence; yet humane and compassionate
- Pulls the staff together; makes the school work proceed smoothly by getting everyone involved
- Cares about the students; knows everyone by name; keeps track of where they are
- Supportive of the entire staff
- Consistent in monitoring the total instructional program

This principal is very knowledgeable concerning her school. She has a practical, functional monitoring system that she maintains personally to keep track of every student's progress and what teachers are doing to ensure continuous growth in the students. Her system includes a notebook on every class for recording her observations. She actually provides the lead in the monitoring process and ensures that there is immediate feedback to students, and remediation is provided as needed.

It is clear that the staff emphasizes academics. As the principal puts it, "Kids know what we teach them; it is our responsibility to ensure that they know everything." Further, homework is a must, according to the opening day bulletin to parents that reads:

Homework must be done and returned regularly. Check with us when your child says, "I don't have any homework"; because he [or she] should have homework.

In addition, there is a core curriculum for every grade level which every student should master. The core curriculum is presented consistently to all of the classes within the grade level. Materials for the curriculum are made available, and teachers know how to use them. While expectations go beyond the basics, the primary emphasis is on learning the basic skills in reading, mathematics, and language arts. The skills are well-sequenced, and each must be mastered before students advance to the next level. There, too, a well-established retention program is in place, especially in the lower grades, where it is used with a positive approach. Immediately responsible for making all these work is a strong instructional faculty that goes by the ultimate in terms of teaching standards: "If the kids don't know, we didn't teach."

At Bennett School the rooms are clean and attractive; incentives are provided through the display of the



As the principal puts it, "Kids know what we teach them; it is our responsibility to ensure that they know everything."

students' work and their progress charts; students know where they are and where they are going; and adults are nice, friendly, and supportive. Rules are applied consistently and firmly, and the program structure is so detailed that everyone—staff, students, and volunteers—knows what he or she is doing and where things are going. On the "School Climate Questionnaire," the consensus among the respondents was that:

- The principal and the staff "always" encourage in students a desire for learning.
- The administration and the staff "always" have a sense of pride in the school and the student body.

Bennett School certainly benefits from very supportive parent/community groups. The principal knows all of the families by name, and they know her. She makes frequent house calls and attends numerous community meetings. Parents are invited to school functions, and they feel part of the school. On a questionnaire entitled "A Report Card for Parents" (see Table 12, Appendix IV), there was consensus among the parent respondents that their involvement in the following school-related areas is at an excellent level:

- Parental support for basic skill development in reading
- Parental involvement in the school
- Parental attitude toward (role in) discipline

What about compensatory education services for participating students? The consensus among respondent school people in varying school roles is that the compensatory education program has the strong sup-

port of parents, the community in general, and the staff. Compensatory education services are provided by specialist teachers and classroom aides. The coordination between compensatory education staff and classroom teachers is at a "high" level. For example, aides were observed to keep close track of students in difficulty, while the classroom teacher taught a large group. Students having difficulties were pulled aside by aides and given assistance.

The two specialist teachers, a half-time reading specialist and a full-time mathematics specialist, feel that they are part of the regular school staff.

The reading specialist assists 40 to 50 students per week, while the mathematics specialist assists 80 to 90 students per week. Their services include:

- Helping set up the curriculum and materials to ensure that what is being taught is consistent with school goals
- Demonstrating teaching techniques to teachers in their respective classrooms
- Conducting in-service training programs for parents and the staff

In general, aide and specialist teacher services are well-integrated into the total school operation.

Contact person:

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Brentwood Elementary School (K—3)

**Brentwood Union Elementary
School District**

Creative Projects Spell Success

Enrollment: 510

Ethnicity:

Hispanic **44.12%**

White **55.88%**

Total percent of minorities: 44.12 percent

Categorical funding sources:

LEP allocation from EIA

SCE allocation from EIA

ESEA, Title I (now Chapter 1)

Title IV-B

Title IV-C

School Improvement Program (SIP)

Main features:

- Absence of limits on achievement expectations
 - "Realizing Achievement Through Improved Staff Development" (RAISED)
 - Excellent relations between school board members and school staff
 - Reading and mathematics incentive programs
-

Located in the agricultural town of Brentwood in Contra Costa County, Brentwood Elementary School is exceptional in terms of the mutual trust and respect that is evident among the staff, the parents, the students, and the community in general—a condition that is reflected in the overall school atmosphere and the attitude of individual students. They have reason to be trusting of one another. They are all together in their common goal of attaining a good education for Brentwood children, and that is being achieved through their efforts.

The team that visited Brentwood reports that the principal is admired and respected by his staff, the parents, and the student body for the style and strength of his leadership. It is largely to his credit, too, that the school board is "highly supportive; and the board-school relationship suggests a high degree of cooperative effort and good will." He holds high expectations for all the students and sets no ceiling for their achievement. His formula for student achievement includes a strong diagnostic program, effective classroom instruction, a strong academic program, and sufficient recognition for achievement.

Several programs at Brentwood are addressed directly or indirectly to the improvement of academic performance. Realizing Achievement Through Improved Staff Development (RAISED) is a staff development program which improves achievement by improving teachers. For the improvement of reading achievement, reading incentive programs are offered at the Reading House: "Book Karate" for second graders, "Spinning Wheels" for third graders, and "Young Reader Medal" for kindergarten through grade three. Mathematics incentive activities at the Math House include "Number Facts Round-Up" for kindergarten through grade three; "Traveling Mathematics Units," also for kindergarten through grade three; "Take Home Games;" and "Harvest Measures." The idea behind the reading incentive programs is to stimulate a desire to read by rewarding children for reading a specified number of books within a month's time. In mathematics "Number Facts Round-Up" provides each grade level a special Round-Up Day on which the children are involved in psychomotor activities that reinforce the number facts appropriate to their grade level. These are everyday activities that children can relate to. Children showing improvement in their number fact skills are awarded Round-Up badges, while those completing all the number fact skills at their grade level are awarded certificates. "Traveling Mathematics Units," on the other hand, are brought to the classroom and the type of work they entail is geared

to the student needs identified by the teacher. Reinforcing these programs is the fact that "the principal and the staff 'always' encourage in students a desire for learning," according to 100 percent of the respondents to item 1 of the "School Climate Questionnaire."

The school and classroom environment is highly conducive to achievement. There is no doubt that the following programs have made their point: TRIBES, for the improvement of self-esteem; Assertive Discipline; the Peace on the Playground Program; and the Music Program. On the "School Climate Questionnaire," the consensus among the respondents was that the administration and the staff have a sense of pride

His formula for student achievement includes a strong diagnostic program, effective classroom instruction, a strong academic program, and sufficient recognition for achievement.

in the school and the student body. The visiting team reports that the students were attentive and well-behaved in their classrooms, that their conduct on the school grounds was "appropriate and commendable," that they were at ease with one another as well as with adults, and that they strongly indicated pride in their school.

Of the instructional staff, it should be noted that this is a continually updated faculty. Project RAISE focuses on instructional skills, clinical supervision, human relations, management, leadership, and curriculum development. In recognition of excellence in teaching, teachers who have demonstrated excellence are used as instructors for in-service training purposes. All in-service training, whether for teachers, aides, parents, or community volunteers, is personalized. The project director and the curriculum director are particularly energetic and have conducted workshops for Brentwood staff. The resource teachers are highly skilled; one of them, the mathematics resource teacher, was a presenter at a statewide conference on staff development.

In accordance with the principal's philosophy, student needs are properly diagnosed, and progress is appropriately monitored. Parents on the School Advisory Committee and the staff conduct an annual program review of the classrooms.

Besides their participation in School Advisory Committee activities, parents contribute their services through the Parent Volunteer Program. Brentwood has no difficulty in recruiting parent volunteers. The

parents are very supportive of the school administration and staff. The Reading House and Mathematics House programs would not have been so successful without parental assistance. Parents serve as library clerks, as chaperons during field trips, and as members on committees. They also assist their children at home with "Take Home Games" from the Mathematics House, and some parents help children at the Mathematics House in performing "Harvest Measures" activities.

Auxiliary staff services for Brentwood are provided by a half-time psychologist, a health support person from the district office, and a counselor. The visiting team noted records of dental and hearing screenings and of an ongoing dental program for brushing teeth with fluoride. Counseling services are offered on behavioral problems relating to divorced parents, death in the family, and the like.

In terms of compensatory education services to participating students, 100 percent of the respondents to items 4 and 5 of the "School Climate Questionnaire" indicated that the compensatory education program

"always" has the strong support of parents, the community, and the staff. Supplemental services are provided by the resource teachers on a pull-out basis, and the help is geared to a specific skill need. When a child attains the specified skill, an award is given. For example, in mathematics the child earns a "Mathematics Lab Pass" for "working so hard at Mathematics House." The "Mathematics Lab Pass" is part of a reward system. Mathematics Lab days are usually Fridays and are for "Fun Mathematics" activities to reinforce classroom activities. On these days, each student may bring a friend to share the "Fun Mathematics." In addition to assistance from resource teachers, compensatory education students also receive supplemental help in their classrooms from aides.

Contact person:

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Brentwood Elementary School
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The school and classroom environment is highly conducive to achievement. There is no doubt that the following programs have made their point: TRIBES, for the improvement of self-esteem; Assertive Discipline; the Peace on the Playground Program; and the Music Program.

Castelar Elementary School (K—6)

Los Angeles Unified School District

A Response to the Community

Enrollment: 1,076

Ethnicity:

Asian **77.23%**

Black **0.37%**

Hispanic **21.93%**

Native American **0.09%**

White **0.38%**

Total percent of minorities: 99.62 percent

Categorical funding sources:

State preschool

LEP allocation from EIA

SCE allocation from EIA

ESEA, Title I (now Chapter 1)

School Improvement Program (SIP)

Main features:

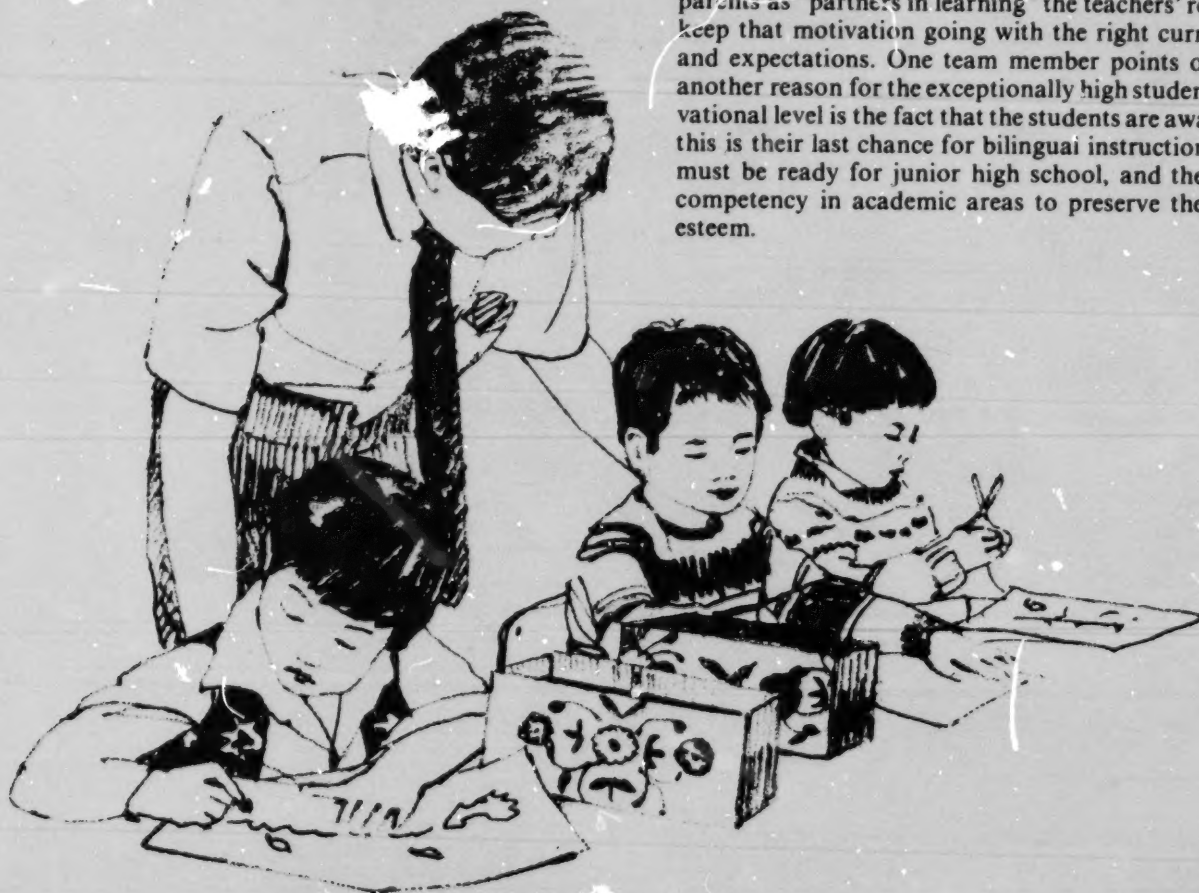
- High community expectations
 - The community school concept
 - The principal as bridge between school and community
 - The "Adopt-a-School Program"
-

Castelar Elementary School is located in the heart of Chinatown in Los Angeles. The majority of its Asian students are from the recent waves of immigrant families who have brought with them to this country the Asian tradition of respect for school, for learning, for teachers, for discipline, and for elders. The school houses a children's center and evening adult education classes and, as the center of community life, it is often used by the community for social-civic purposes. A public library operated by the City of Los Angeles is located on the school grounds, the only place in the city where such a joint cooperative endeavor exists. As the principal said to the visiting team, Castelar and the community are "part of each other."

Castelar is "an example of what can be done when the family is really supportive of education," and the key to gaining this support is the principal. As an Asian in a basically Asian setting, the principal understands

the culture of the community, including its traditions and philosophy regarding schooling. He is a bridge to the community. This understanding of the community is transmitted to the staff, and the result is a most pleasant school setting where everyone is headed in the same direction—the achievement of school goals for the students. The staff members work well together and support one another. Decision making is participatory, and relationships are always open.

The curricular/instructional emphasis at Castelar is in three areas: mathematics, reading, and language. Of these, language is the greatest need. Expectations are high, and the administration and the staff are in constant communication regarding their expectations for the students. They feel that the maintenance of high expectations is a responsibility reposed in them by the community. Castelar is decidedly achievement-oriented. Part of this orientation is contributed by the community and the students themselves, who arrive motivated and achievement-oriented. With the students and their parents as "partners in learning" the teachers' role is to keep that motivation going with the right curriculum and expectations. One team member points out that another reason for the exceptionally high student motivational level is the fact that the students are aware that this is their last chance for bilingual instruction. They must be ready for junior high school, and they need competency in academic areas to preserve their self-esteem.



Instruction at Castelar is in the hands of very capable teachers and aides who have been with the school for quite some time. Staff turnover is low; the staff members are here because they like it as a place of work. Classroom instruction is presented generally in small groups, with aides providing reinforcement and follow-up, as needed, on a one-to-one basis. These aides started out as volunteers who were hired because of their skills and commitment. Class periods are so structured as to leave no time for problem behavior

The staff members interviewed indicated that once the parents get involved in a question of discipline, the problem is sure to disappear.

and busy work. According to the visiting team, more than 90 percent of the school day is devoted to direct teaching, while teachers exert efforts to foster in the students increasing self-direction.

What about the school/classroom environment? The team report describes the school, in general, as a "good, healthy environment," with a well-maintained physical plant. The atmosphere is calm and easygoing, and there are few serious disciplinary problems. The staff members interviewed indicated that once the parents get involved in a question of discipline, the problem is sure to disappear. Students who misbehave are asked to write to their parents about their misbehavior. Monitoring is continuous and is a combination of the formal procedures built into the management system and the informal day-to-day immediate feedback to the children by the instructional staff. These procedures are simple and practical, and do not demand much time, thus giving the teachers ample time for teaching.

As previously noted, Castelar is a community school. It is totally open to the community, and the two—school and community—are closely involved in many joint projects. Besides the children's center and adult

education, the school and the community are currently raising more than \$228,000 as their share of the cost of a new school/community library and media complex. The fund-raising group is known as "Friends of the Chinatown Library." Further indication of healthy school-community relations is the fact that the school has the support of area businesses. One local company recruits volunteers from its staff for service to the school. A volunteer interviewed by the team is an artist who has taught art one hour a week for five semesters in a different class each semester. This volunteer program is known as the "Adopt-a-School Program."

The auxiliary staff members are very efficient and know the community and its culture very well. They are very well integrated into the total school staff, and they feel proud to be involved in this particular school. They identified their purpose as "helping the children to stay in school with a healthy frame of mind."

What about compensatory education services for the 75 percent of the total student population that participate in compensatory education? The principal indicated that they would not have made the progress they now enjoy without the compensatory education program. Very little pull-out activity takes place. Individual supplementary follow-up and reinforcement are provided in the classrooms. Approximately 70 aides work in this school, and the teacher-aide teams were observed to work together very well. If academic problems develop, the teachers ask the parents to come in for a conference in addition to the two regular yearly parent-teacher conferences. From all evidence gathered, the compensatory education students are achieving and standards are high, since student-teacher-parent expectations are never short of mastery.

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Chollas Elementary School (K—6)

San Diego Unified School District

***I*nstructional Leadership Counts**

Enrollment: 539

Ethnicity:

Asian **30.24%**
Black **30.80%**
Filipino **0.56%**
Hispanic **26.53%**
Native American **0.37%**
White **11.50%**

Total percent of minorities: 88.50 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
Miller-Unruh
School Improvement Program (SIP)

Main features:

- The Achievement Goals Program (AGP)
 - The magnet school concept
 - The principal, the district, and the resource teacher as instructional leaders
-

Chollas Elementary School is located in the southeast area of the San Diego Unified School District. The community consists of older single-family housing and is considered to be a low socioeconomic area. Over 60 percent of the families are on welfare, and nearly 70 percent are one-parent families.

At one time Chollas students were among the lower achieving in the district. For the past five years, they have steadily improved and are now among the higher achieving students in compensatory education schools. Research indicates that instructional leadership and administrative support are essential characteristics for improving schools. Chollas is a good example of the effects of instructional leadership provided by the district, the principal, and the resource teacher.

Chollas is located in a district that is very supportive of the schools and that has been actively facilitating school improvement. The designation of Chollas by the district as a mathematics/science magnet school was a strategy designed to upgrade student achievement. The district supported this designation with a strong staff development component and curriculum development and articulation. Staff development for both teachers and administrators has been emphasized. In-service training sessions have focused on time on task, "direct instruction methodology," and "mastery learning." District representatives, along with selected teachers and principals, developed the San Diego Achievement Goals Program (AGP).

The principal, who requested the assignment to Chollas as a challenge worth undertaking, strongly supports the AGP approach. He is more than willing to "go the extra mile" to see that the program succeeds. He follows through on all AGP monitoring requirements to make certain that major program features are consistently carried out. These include (1) teaching to specific objectives; (2) use of curriculum structure beyond that provided by texts; (3) use of mastery learning techniques; (4) use of cumulative tests; (5) provisions for two mathematics groups and three reading groups in each classroom; and (6) use of classroom management procedures that include the principles of "time on task," "direct instruction," and "avoidance of distractions and interruptions."

The principal and the compensatory education resource teacher have planned and implemented an overall management approach to (1) increase the amount of instructional time for reading and mathematics; (2) establish a schoolwide homework policy; (3) decrease absenteeism; (4) implement a schoolwide discipline plan; and (5) utilize AGP-trained substitutes (trained by the district).

All too often in education, only the teachers are seen as needing staff development activities. At Chollas the principal regularly attends district and school planning meetings, district "trouble shooting" sessions, and in-service training activities. He provides for and encourages staff in-service training. He actively seeks ways in which people can become involved in the school. He believes that it is very important for staff, parents, and community members to feel an investment in the school and its programs. He tries to develop this investment attitude through frequent communication with

Chollas is a good example of the effects of instructional leadership provided by the district, the principal, and the resource teacher.

various parent and community groups, explaining achievement results, staff development, and shared planning and decision making.

The principal relies on the compensatory education resource teacher for daily management of the AGP. The resource teacher is a key component of the AGP, and the position requires extensive management, organizational, curriculum, and supervisory skills. The resource teacher at Chollas has such skills and has earned the overwhelming support of the staff. Teachers look to her for assistance, guidance, and leadership. Unquestionably, the resource teacher contributes significantly to both administrative leadership and instructional effectiveness. The following is a brief description of her activities and responsibilities:

1. *Classroom assistance at least 70 percent of the time.* This means assisting the principal in monthly AGP staff development activities, conducting in-service training sessions, demonstration lessons, and teacher conferences. The focus of this assistance is on direct instruction, classroom management, lesson pacing, grouping, positive reinforcement techniques, effective strategies to manage student behavior, effective use of aides, and grading. The resource teacher also confers with teachers and principals on program implementation, program materials, proper placement of students, program pacing, redeployment needs, questions regarding unit mastery, individual teacher's needs and concerns with the AGP curriculum and strategies, and testing. She coordinates and assists with the development of effective reinforcement teaching strategies and provides supplementary

teaching assistance as time permits during periods other than AGP academic time.

2. *Recordkeeping and reporting.* The resource teacher maintains up-to-date reports of pupil progress and pacing. She labels, sorts, grades, and calculates percentages and records scores for cumulative tests. She handles quarterly progress reports by gathering and analyzing data from classrooms, calculating the rate of progress and rate of success for each student in AGP reading and mathematics groups; preparing quarterly report documents for submission to the programs and the elementary divisions; providing principals with a copy of the report and reviewing statistical data; gathering, recording, and submitting end-of-unit reports; and distributing, gathering, and submitting student, parent, and staff questionnaires used by Evaluation Services.
3. *Attending biweekly AGP resource teacher meetings.* The teacher is expected to provide input at meetings in which program needs are identified and to record and organize materials presented at these meetings for use in on-site in-service training presentations.

4. *Monitoring of student progress.* Under the direction of the principal, the AGP resource teacher helps the principal ensure program monitoring through frequent classroom visitations; review and update progress charts, schedules of lessons, and his or her notebook of duplicate records; complete four technical assistance forms on each AGP teacher per month in reading, language, and mathematics; and compile and report data for the site's quarterly progress report.

Instructional effectiveness at Chollas is related directly to the teachers' abilities to implement and use the AGP. All teachers observed did this with considerable competence. Teachers were very supportive of the AGP and felt it matched their own instructional philosophy. Teachers consistently described the value of the AGP in working with compensatory education students. The following strategies and activities were observed consistently throughout the school:

1. Teachers create a very specific classroom structure and format by using the AGP curriculum materials that come with identified objectives, instructional activities, evaluation forms and re-



quirements, instructional procedures, and technical assistance. Teachers demonstrated skill in using this structure and, at the same time, showed creativity and individuality in classroom implementation. Time spent in direct instruction is exceptionally high.

2. Chollas teachers do all of the following:

- Teach to specific goals and objectives on a daily basis.
- Use direct instructional techniques.
- Spend maximum time on task.
- Plan and organize to avoid classroom distractions and interruptions.
- Use a mastery learning approach.
- Systematically administer progress tests and update student profiles and records.
- Attend to instructional pacing.
- Request technical assistance for special problems.
- Enforce specific homework and discipline policy.
- Participate consistently in staff development activities.

3. Teamwork among teachers, administrators, aides, and auxiliary staff is very good. Aides seem to know exactly what to do with students at all times. No class time is taken for teacher and aide planning. Work has been organized ahead of time

during noninstructional hours. Aides are very committed to the program and serve primarily to reinforce classroom objectives, provide individual assistance, and assist with recordkeeping. Aides work the majority of time in the regular classroom.

Last, but not least, another important team at Chollas must be recognized—the auxiliary staff. An attendance clerk tracks down absences on a daily basis. “No children are allowed to slip through the cracks,” she explains. Attendance is considered to be critically important, and parents are continually reminded of its importance. A part-time counselor and full-time aide operate the Harbor, where students can come with any kind of problem. A full-time community aide also works in the Harbor. The work of this auxiliary staff permits the teachers to spend more time on the teaching/learning task and less time on personal, home, or discipline-related problems.

Contact person:

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Citrus Avenue Elementary School. (K—6)

Chico Unified School District

A Facilitating Environment

Enrollment: 480

Ethnicity:

Asian 1.0%
Black 0.8%
Filipino 0.4%
Hispanic 10.0%
Native American 3.0%
Pacific Islander 1.0%
White 83.8%

Total percent of minorities: 16.2 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)

Main features:

- Assertive discipline in action
 - A caring climate
 - Creative learning centers
-

Citrus Avenue Elementary School is located in the university town of Chico and includes among its students a number of children whose parents are students at California State University, Chico. The school population, therefore, is economically very mixed.

The building is a modest 1936 structure. Citrus School from outside belies its internal makeup. The visitor senses almost instantly a facilitating teaching-learning environment—from the principal's office, through the classrooms, the grounds and hallways, down to the multipurpose hall. "Caring" is perhaps the main key to academic success at Citrus School.

That Citrus School has a caring climate was confirmed by 311 of the 324 parents responding to a questionnaire. The Citrus staff, however, cares without being permissive. Assertive discipline is the rule. The principal is in control of the total school situation; the teachers are the "boss" in their respective classrooms. They are all part of an emotionally and physically supportive total teaching-learning arrangement.

A typical Citrus classroom is the 9 a.m. to 10:45 a.m. reading/language arts block in a third grade classroom with 25 to 30 students. The room is lovely. Charts, illustrations, posters, and lists on the wall seem to convey not only their messages but also charm and beauty. The room is filled with art—by the children, by the staff, or by parents—of the kind that relaxes and inspires. On one side of the room is an attractive color-coded management system poster/schedule which shows that the teacher is now with the Lavenders, will be with the Reds at 9:20, with the Greens at 9:55, and the Yellows at 10:20. The groups are at work in accordance with the system schedule. At this time the Reds are having handwriting and spelling, the Yellows follow, and the Greens are at the six centers. Every child knows what he or she is about to do. Two adults, a student teacher from the State University, and an aide are available to them for assistance. The students seem to have a high level of motivation to get the work done, besides the apparent interest in the activities themselves.

The teachers also make use of a "Money System for Reinforcing On-Task Behavior." Room "money," in denominations of \$1, \$5, and \$10, is paid to the students for tasks completed. The paper dollar goes to the child, and an accounting record is kept by the teacher (the child's "bank account"). This practice prevents stealing or trading money, and if it is lost, the amount still remains in the child's bank account. The money will be spent at a "room auction" at which articles brought to the school by the children will be sold to the highest bidders. The tally sheet (bank account) is put on the chalkboard. As each child buys an item, the cost

is subtracted from his or her account. The first auction was held three weeks after school opened in September so the children would understand the process and know what they were saving for. The "big auction" takes place at the end of the year, so the children find it something to look forward to.

The visitor senses almost instantly a facilitating teaching-learning environment—from the principal's office, through the classrooms, the grounds and hallways, down to the multipurpose hall.

Of great interest are the learning centers, each one of which has no more than two students at any time. The centers require a lot of effort, because new centers are put up each week to harmonize with prevailing themes and to provide extended opportunities for learning or mastering skills emphasized in current classroom lessons. The system works because staff and students understand the expectations and the consequences of one's actions. Time and energy, therefore, are invested in purposeful activities, and students are accountable to themselves, their teachers, the principal, and their parents for meeting expectations.

In the principal's office a second grade boy is on the phone, talking to his mother. He has violated a rule, it seems, and he is calling home to say that he is sorry and promises to be good.

What about special services for Citrus School compensatory education students? Excess-cost services are provided by a very experienced resource teacher who is really a "teacher of children," not a program coordinator. In addition, a multifunded 14-hour-a-week parent classroom aide is available in each classroom.

The compensatory education pull-out reading program calls for an average of four 40-minute periods for each group of five to eight students. Instruction is individualized and geared to needs identified from individual screening. The instructional content includes three strands: (1) individual vocabulary master word cards (25—30 per set); (2) phonic strand, using the *Random House Structural Reading Series*; and (3) specially prepared lessons based on trade books from student book clubs and covering concepts, decoding, and comprehension.

The last strand is especially interesting. The resource teacher purchases from student book clubs sets of six books with a commercially prepared record. The record is taped, with the resource teacher interjecting vocabulary concepts and page cues. The result is a

directed reading lesson on tape. The students read along with the tape, using markers to ensure that they read with it. Follow-up work sheets are also tape-directed lessons, in preparation for a final pair-by-pair reading of the book without the tape. Finally, the resource teacher hears each of the students read his or her work sheets.

To foster parent/community training, participation, and support, the school has the services of a very capable parent coordinator whose office is in the Parent Room. Parent participation does not have to be in the classroom. The parent coordinator conducts surveys of parent availability and interest and matches parents with Citrus School needs. The direct line to the Parent Room enables parents to communicate directly with the parent coordinator regarding their questions or

concerns. Messages for the parent coordinator may be forwarded through the main office when the part-time parent coordinator is not on duty (but it takes more than a Parent Room and a direct line to get high-level parent/community support.) "Public Schools Night" showed that the entire staff cares about the parents and the community. They really made it a night for sharing with the community the things they do with children to make Citrus an achieving school.

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Eastmont Elementary School (K—6)

Montebello Unified School District

Focus on Academics

Enrollment: 897

Ethnicity:

Asian 0.22%
Hispanic 98.44%
White 1.34%

Total percent of minorities: 98.66 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
School Improvement Program (SIP)

Main features:

- A leadership style that creates an environment of mutual trust
- Tailored provisions for LEP students
- A modified Santa Monica management system
- Total parental support

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The visiting team listed the following reasons for student achievement at Eastmont:

- The principal
- The instructional and support staff
- The instructional management
- The parents
- Extras, such as cooking, dancing, and love

Much evidence exists that the principal's leadership style is positive and participatory, in keeping with the fact that the teachers are selected carefully and receive appropriate in-service training. The principal makes effective use of staff skills and knowledge in the decision-making process, especially in matters relating to program development and implementation. Further, the staff members are allowed sufficient flexibility for experimentation and innovation within a common structure. This environment of mutual trust, reinforced by positive ongoing communication, is maintained with a minimum of rules. The principal has very high expectations of his staff, students, parents, and everyone else who influences the educational lives of students. First, he makes sure those involved understand the program; then he trains them, motivates them, trusts them, encourages them to innovate, and maintains effective communication with them. The result? A

happy, competent, dedicated, and unified staff; achieving and disciplined students; and highly supportive parents.

The philosophy at Eastmont makes the child the number one priority. This school is definitely child-centered, minus all the misconceptions that went along with the "child centeredness" of earlier decades. Everything that is planned, discussed, or done is ultimately to help students achieve the goals set up for them. Any visitor can see that the focus is on academics. The team reports that "90 percent of the teaching day is spent on academic pursuits," without suggesting that the curriculum is one-sided or devoid of enrichment activities. The instructional program is dominated by the language arts (reading—oral and written language—and English as a second language) and mathematics. It is tailored to the students, most of whom hear English only at school. The staff is generally bilingual, including the principal and at least one member of each classroom team.

The teaching processes are almost 90 percent "direct" in format, within the structure provided by the Santa Monica Management system, in which the classroom is organized into three stations:

Station I—*Individualized instruction*, which includes intensive work with the teacher



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Station II—*Absorption*, which occurs mainly through the use of two-dimensional learning devices (e.g., flash cards, books, and ditto sheets)

Station III—*Reinforcement* of instruction through three-dimensional "hands-on" activities (e.g., block letter spelling, syntax games, and printing presses)

The Santa Monica Management System has been integrated into every curricular area, and Eastmont has built into the program a self-instruction component that is intended to engage students actively and to promote self-direction. Instruction is generally in small groups of six to eight students, although individualized instruction takes place within these groups. Part of the individualized approach is the provision of one-to-one instruction for the children, as dictated by need, several times during the day. The almost 100 percent commitment to team teaching enables the staff to meet the unique needs of the students.

Monitoring is both formal and informal. The principal monitors informally by visiting the classes every day to see what the children are doing. If he sees a child lingering too long on a skill area, he asks the teacher, "Why?" The program coordinator has the responsibility for formal monitoring on a scheduled basis. For classroom teachers there are two ways to do continuing monitoring:

- Throughout the day, to provide immediate feedback to students
- Getting together at the end of the day to assess the day's activities

According to the visiting team, the parents are among the "secret ingredients" of the Eastmont success story. Eighteen of the 19 respondents to the "School Climate Questionnaire" confirmed this in responding to item 5 as follows: "The compensatory education program has the strong support of the parents and the community." Further, parents rated as "excellent" all of the subitems under the following headings on the questionnaire entitled "A Report Card for Parents":

- Parental Involvement in the School
- General Commitment to Schooling
- Parental Attitudes Toward Discipline

The team also reports that parents are "totally supportive of the school program," that parents give 100 percent response to parent conferences, and that the principal knows all the parents by name.

Of the auxiliary staff (counselor, psychologist, community aide, child welfare/attendance person) ser-

vices, one team member notes that they cannot be "a one-shot deal to get to be as good as this school." They keep the regular school staff informed about their services, make their services readily available, and keep good records on referrals and need for follow-up action. They also meet with the staff and consider themselves to be an integral part of the school organization.

This school is definitely child-centered, minus all the misconceptions that went along with the "child centeredness" of earlier decades.

The following is a typical supplemental-services situation for compensatory education students at Eastmont: The reading specialist is circulating among classes and giving special help to the more needy children. She may be working in a particular classroom every day for four to five weeks, depending, at this point, on the children's need. She is operating Station III of the management system (comprehension reinforcement) in one of the classrooms, and three small groups of eight to ten students will circulate through the station in 20-minute time blocks. The 20-minute block is focused on a comprehension exercise led by the specialist teacher. A short story is read from a large card mounted on the board, and written questions on the story are answered. The emphasis is on thinking critically about the questions and rereading the story to find the answers. The total 20-minute period is "on task" for all the children in the group. There is constant give-and-take between the students and the specialist teacher. Everybody in the group is engaged in the exercise, and feedback is timely and appropriate. No records are taken during the exercise; recording is done by the specialist-classroom teacher-aide team at the end of the day. In addition to this small-group instruction, more and more of one-to-one instruction is being given to educationally disadvantaged youths, depending on the nature of the remedial need.

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*F*ocus on Basic Skills

Enrollment: 385

Ethnicity:

Black 2.08%
Filipino 0.26%
Hispanic 40.26%
Native American 0.78%
White 56.62%

Total percent of minorities: 43.38 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
Miller-Unruh
School Improvement Program (SIP)

Main features:

- Strong basic skills foundation
 - Direct teaching
 - Team work
 - Consistent instructional leadership
-

Fairview Elementary School emphasizes a strong basic skills program for primary levels in both reading and mathematics. Teachers of kindergarten through grade three continually reinforce fundamentals in reading and mathematics as a part of their daily work with the pupils. A systematic approach to diagnostic testing is used to identify the strengths and weaknesses of pupils. Large- and small-group instruction, with much individual assistance and some grouping by ability, is part of the daily routine. It is not at all unusual to find at least one teacher and five aides working with each kindergarten class at all times.

Direct teaching, attention to specific objectives based on identified needs, positive reinforcement, and well-organized and effectively managed classrooms are not limited to the primary grades. Competent and committed teachers, instructional aides, and volunteers predominate. A high level of team work is immediately noticeable among the entire staff, including the administration. Teachers are very knowledgeable and use many different methodologies and materials for teaching established objectives. Several approaches were observed, including the Exemplary Center for Reading Instruction (ECRI) Reading Program, Dis-

tar, Letter People, Visalia Reading Program, and the Tulare Reading Program. When staff members were asked which strategies contribute most to the success of the school and the compensatory education program, the following were most commonly mentioned:

- Very little turnover in staff promotes effective teamwork.
- Use of assertive discipline has substantially reduced behavioral problems.
- Posting of five or six basic rules in each classroom clarifies behavioral expectations.
- Sending information to parents at the beginning of the year regarding school standards and requirements increases support for the school.
- Maintaining uniformity in follow-up on discipline problems and making certain students understand



school standards and the consequences for not meeting standards help eliminate many potential problems before they arise.

- Holding high academic expectations for all students, including compensatory education students, and using the Madeline Hunter approach to instructional objectives have been essential in raising achievement.
- Staff development programs, often sponsored by the district office, are well-attended by teachers, aides, and administrators and are helpful and informative.
- Instructional aides are very dedicated and able and, in most cases, have worked many years with the same teachers.
- Parents help out at home. A large number of parents do volunteer work at home in response to a "we need your help" request from the teachers. Parents are most frequently asked to help a child with a specific homework assignment or with a lesson that the child has missed. Sometimes the work request involves activities that will benefit a whole group or classroom, such as duplicating materials, correcting papers, or cutting out materials for use in the schoolroom.

Although all of the items mentioned previously were considered very important by many of the staff, the most frequent comments credited the success of the compensatory education program to the leadership provided by the project manager. The project manager for Title I (now Chapter 1) and SIP has achieved the unanimous support and respect of the entire staff. Staff members felt that the project manager keeps them well informed through monthly meetings and provides excellent and timely instructional and resource support and assistance. She keeps progress reports and mathematics and reading profiles on all compensatory education-funded students. She works with all of the teachers on planning and carrying out instructional objectives for participating students, plans and coordinates train-

ing and development for teachers and aides, manages the compensatory education budget, works with all of the parent communities and volunteers, coordinates the cross-age tutoring for compensatory education, and works closely with the principal, other administrators, and auxiliary staff. As several staff members stated: "It really helps to have a dedicated, talented leader who is willing to take responsibility for the success of the program. Everyone wants to do good work for her."

The most frequent comments credited the success of the compensatory education program to the leadership provided by the project manager.

Consistent instructional leadership is also provided by the principal, who is very much aware of curricular matters, classroom activities, and individual efforts and progress. He visits classes frequently and uses clinical supervision and observation methods for evaluation and improvement purposes. He strongly supports staff development activities. The district administrators also assertively promote instructional quality and school improvement. District services most frequently noted by teachers and other school personnel include (1) provision of a well-articulated curriculum continuum in both reading and mathematics, with well-defined objectives and practical activities; and (2) provision of extensive in-service training experiences for principals, teachers, and instructional aides.

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Franklin Elementary School (K-6)

**Bakersfield City Elementary
School District**

People Make the Program Work

Enrollment: 602

Ethnicity:

Asian 1.33%
Black 7.81%
Filipino 1.16%
Hispanic 21.26%
Native American 1.83%
White 66.61%

Total percent of minorities: 33.39 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)

Main features:

- Good resource management
 - Objectives priority checklist
 - Student discipline code
 - Boosters Club
-

This is not the first time that Franklin School is being honored as an achieving school. It had already been so designated by the district on the basis of student scores.

The visiting team for Bakersfield reports that "the principal is definitely a key reason for the high staff morale and the well-disciplined, motivated students." He is respected and well-liked by his staff, students, and the community. School personnel described this principal as a "good manager of resources who emphasizes academic achievement and has high expectations for students and staff." Although the principal has been with Franklin School for only two years, the staff members interviewed said that he has already made significant improvements.

At Franklin one readily sees that the principal and the staff emphasize academic instruction and learning. This has been the direction since 1979 when the district required schools to focus on specific prioritized learning objectives. An "Objectives Priority Checklist" is developed from the results of the *California Achievement Test*. After selecting five priority objectives in reading, mathematics, and language, the teachers provide for the whole class ten minutes a day of intensified instruction in each of the three general areas. The same objectives are emphasized during the remainder of the instructional day.

High quality instruction is provided by teachers and aides, who have worked at Franklin for a long time. They like their jobs, the school, the students, the principal, and they like one another. From interviews the visiting team gathered that these teachers and aides feel confident that they are providing quality instruction. Classroom activities are purposeful, and teachers keep student interest at a high level by radiating enthusiasm themselves. In addition, these teachers are "always" encouraged to be innovative, according to responses to item 4 of the "School Climate Questionnaire." The excellence of the teachers and the effective use of aides were viewed by the visiting team, the staff, and parents as key ingredients to academic success at Franklin School.

In terms of the school/classroom environment, the visiting team noted that although the buildings are quite old, they are well-maintained and the yard is kept clean. Most of the classrooms are attractive and well-organized. With few exceptions, classroom arrangement is traditional, with rows of desks facing the front of the room. Two or more tables behind the rows of desks or on one side of the room are used for small group and independent activities.

Discipline is firm. The district has a student discipline code that enlists the help of parents through a letter that comes with the code and reads:

We need your help. The schools cannot do a good job of educating your children if they must spend much of their time maintaining order.

The problem of student behavior has become more serious in recent years. The schools and the parents must share the responsibility for this problem. Unless the home supports the proposition that students have responsibilities as well as rights, and the schools have an obligation to insist on both, the problem will continue.



We must have your support. When you think we are right, back us at home. When you think we are wrong, come to school and discuss the problem with us. That would seem a reasonable course for people who have the same goal—a safe school and a good education for your child.

You can begin by reading this conduct code, discussing it with your son or daughter, and returning the enclosed signature statement to the school.

The teachers indicated that they feel comfortable about making decisions or taking action regarding discipline problems, because they are supported by the principal, their colleagues, and the parents. In addition, Franklin School's system of recognizing students for their successes also makes the school/classroom environment conducive to learning. Monthly class awards are given, at the option of each teacher, at a student assembly. Certificates are presented to (1) the highest achieving student; (2) the student who has improved the most academically; (3) the student with the most improved behavior; and (4) the best citizen.

High quality instruction is provided by teachers and aides, who have worked at Franklin for a long time. They like their jobs, the school, the students, the principal, and they like one another.

Letters regarding the awards are sent to the parents of the students so honored, the students' pictures are displayed in the cafeteria, and their names are published in the school newspaper. The principal also sends and displays good referrals and sunshine notes congratulating students and teachers for work well done. Not to be forgotten is the formal program for improving student self-esteem/esteem for others through the "Self-Esteem/ Esteem for Others Checklist." This includes eight indicators of self-esteem and esteem for others.

For monitoring student progress, the district has established recordkeeping procedures that are tailored to the *California Achievement Test's* prioritized objectives. However, the teachers observed and interviewed also have their own informal techniques and systems for ensuring that student needs and strengths are being addressed.

Parent/community support at Franklin School revolves around the Boosters Club, which developed a library that is currently staffed by volunteers. When the library project began, the group had no money and no books. The library started with a teacher's offer to donate 200 books if anyone would match the offer. Someone did, and what followed were book drives, car washes to earn money, and cash donations. The book count finally came to a total of 2,500. Parents put in hundreds of hours labeling, filing, and getting all of the books ready for the children. The library is now open every morning during weekdays throughout the year and is still staffed by parent volunteers and student helpers.

The most outstanding aspect of services to educationally disadvantaged youth is the effective use of aides. The aides are experienced, well-trained, and knowledgeable. They spend 20 minutes each morning with their respective classroom teachers in planning activities designed to meet the needs of participating students. At the end of each day, they always get informal feedback from the classroom teachers. Their major responsibility is to present and monitor teacher-designed activities which support the regular classroom instruction. Generally, aides are assigned to provide instructional support activities rather than clerical duties.

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Grant Elementary School (K—3)

**Stockton City Unified
School District**

A Philosophy Demonstrated

Enrollment: 248

Ethnicity:

Asian 2.82%
Black 12.10%
Filipino 8.87%
Hispanic 50.40%
White 25.81%

Total percent of minorities: 74.19 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)
Miller-Unruh
School Improvement Program (SIP)

Main features:

- A teaching principal
 - Maximized instruction
 - Direct instruction
 - Excellent discipline
-

Grant Elementary School became a kindergarten through grade three demonstration school before its identification as an "achieving compensatory education-funded school." When a school is designated as a demonstration school, one raises the question: "What is being demonstrated?" The Grant Demonstration School philosophy responds adequately to the question:

The philosophy of Grant Demonstration School is based on continuous progress of children in all the areas of learning: knowledge, attitudes, and physical development.

Continuous progress provides success, not failure, for each child. Successful experiences build confidence and desire to succeed even more in additional learning; failure destroys confidence and develops attitudes which prevent children from learning to the maximum of their ability. Therefore, each child at Grant School experiences success

This principal also teaches, giving him a different type of credibility in the eyes of those who work with students, especially with respect to the observation and supervision of instruction.

at his [or her] own level and builds from there; thus, the child does not have to wait for the rest to "catch up," nor does the child have to become discouraged by attempting to perform beyond his or her individual progress rate.

Continuous progress education provides for each child oral, written, and creative language skills. It also provides analytical thinking skills not only in relation to the child's individual needs but also to the needs of others. Developing a tolerance and respect for, and acceptance of, another person's uniqueness is an extremely important part of the child's development. In order to accomplish our overall program, it is necessary to provide a program for each child that will develop a positive self-image. Staff development and parent education, on a continuing basis, are being provided so that both educators and parents will approach the child in a positive manner; that is, we will be looking for and recognizing the child's strengths rather than looking for the child's possible inadequacies.



What outstanding practices did Grant Elementary School demonstrate to the visiting team? The team reported that the school is exciting and learning is taking place, a condition that relates to the principal's "administrative management, combined with the high expectations for teachers and for student achievement." Underlying these is the belief in and recognition of every person's worth. As a result:

- Aides teach. In fact all adults who spend time in a classroom teach. Dittoing and paper tasks are accomplished by a materials clerk. All others teach.
- The aides and support personnel are highly regarded by the rest of the staff and are treated as equals who have the same focus: the education of children.
- Effort is always appreciated, and this becomes translated into excellent discipline, good rapport, and excellent working relationships among adults (regardless of position), among the students, and between the students and adults.
- The staff and students feel good about themselves and are, therefore, continually striving to do more.

The principal has been at the site for two years and was brought in to create a demonstration program for the Stockton City Unified School District. This principal also teaches, giving him a different type of credibility in the eyes of those who work with students, especially with respect to the observation and supervision or instruction. This credibility is important, because teachers sometimes question whether the principal or the supervisors who evaluate them can teach or demonstrate what they preach. This principal teaches three reading groups, two mathematics groups, and an enrichment class each week. During the month he is involved in direct instruction in all kindergarten through grade three classrooms, demonstrating techniques and/or enriching the curriculum. Not to be skipped, though, is the informal daily bulletin (with a personal touch) that begins with "Good morning. . . . May the good Lord bless ya' today. . . ." The message could include humor and wit, a bit of "believe or not," and one or two reminders.

The academic program is entirely geared to student achievement in reading and mathematics. The curricular program is based on techniques of *direct instruction*. The base program for reading and language also

involves the use of Direct Instruction for Reading and Remediation (DISTAR). Below is the "Instructional Program Model for Reading, Language, and Arithmetic":

Step I—Diagnosis. Each student in the school is given a placement test to determine what skills he or she has in reading, language, and arithmetic.

Step II—Nongraded Placement. Using the information from the placement tests, each student is assigned to the group that best meets his or her needs. The placement is nongraded in that students are *not* assigned to groups because of their grade level or homeroom assignment, but according to their needs. For example, a reading group could have students who are in the first, second, and third grades but who read together because these students are at the same level in their reading skills.

Step III—Continuous Program Testing, Evaluation, and Regrouping. Once a student is in a reading or arithmetic group, his or her progress is continually monitored through program tests and teacher observation. Students, through this process, are reassigned to appropriate groups as needed.

NOTE: In reading or language there are 36 groups in which a child may be placed. In arithmetic there are 23 groups in which a child may be assigned.

Compensatory education services to participating students are provided by 12 part-time school improvement/compensatory education-funded instructional aides and one materials clerk. The school does not have a compensatory education-funded resource teacher; the Miller-Unruh reading specialist supplements the basic skills program in the classroom. EDY students are cycled into the labs daily for a half hour on alternating weeks. Finally, the consensus among 19 Grant School persons responding to a questionnaire on "School Climate" was that the administration and the staff "always" have a sense of pride in the school and the student body.

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Their Records Mean Business

Enrollment: 664

Ethnicity:

Asian 0.60%
Black 27.42%
Hispanic 63.10%
Native American 0.15%
White 8.73%

Total percent of minorities: 91.27 percent

Categorical funding sources:

State preschool
LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)
School Improvement Program (SIP)

Main features:

- A structured program
 - Firm and consistent discipline
 - Monthly award for conduct and achievement
 - Functioning records
-

The principal of Lexington Elementary School came to her present position with a clear advantage. Being Hispanic in a large Spanish-speaking community gained for her parental support and respect from the community. She has taken the lead in planning for ways to strengthen and change, if necessary, the current educational opportunities for students at Lexington School. Further, she has assumed the responsibility for coordinating the various services to students and for ensuring the continuance and coordination of inservice training opportunities for the staff and the community.

The focus is on academics, and expectations for the students are high. Being aware of these expectations, the students are highly motivated. The consensus among respondents on item 1 of the "School Climate Questionnaire" was that "the principal and the staff 'always' encourage in students a desire for learning." The visiting team members were impressed with the placement of a sampling of students on the skills continuum in reading and mathematics, and they compared samples of the students' current work with their diag-

nostic and placement records. Examination of a random sampling of student records showed the team that the students were making progress and that the determination of their skills mastery was based on originally specified criterion measurements. The limited-English-proficient students were making reasonable progress, too, in developing English language skills in speaking, reading, and writing. As a result they apparently felt good about themselves.

What did the visiting team determine to be effective factors in the school/classroom environment at Lexington School? First, structure is provided through management systems in reading, mathematics, and English as a second language, and as previously noted, classes operate within these structures. Second, discipline is firm and consistent. The staff members have been trained in assertive discipline, so they are skilled in those techniques. Third, the learning atmosphere is orderly, relaxed, quiet, and pleasant. Fourth, a strong multicultural program is directed toward the development of students' self-esteem and multicultural awareness and acceptance of one another. A Student of the Month award is given to the three students in each classroom who meet both the achievement and the conduct criteria. From the students honored in the classrooms, one is selected to receive the school's Student of the Month award. Students who are chosen for



The visiting team members were impressed with the placement of a sampling of students on the skills continuum in reading and mathematics, and they compared samples of the students' current work with their diagnostic and placement records.

three consecutive months are rewarded with a field trip, while those with five months receive a Lexington shirt.

Monitoring of student progress is ongoing. The results of pre- and post-tests are used by teachers as a basis for meeting student needs. Monthly progress reports are kept to chart the academic growth of each student. In addition, the school also conducts bi-annual parent surveys, administers a self-esteem inventory, and sets up advisory council observation sessions to assess the performance of the individualized program.

The auxiliary staff, composed of the nurse and the guidance counselor, maintain constant communication with the classroom teachers. A process for timely referrals, including the criteria for the process, has been established. Follow-up work is consistent, especially in the area of health needs. For purposes of effective coordination, a regular process was instituted for bringing together the principal, the classroom teachers, and the auxiliary staff.

Continuing in-service training for the staff ensures that the individualized approach to remediation succeeds.

As previously mentioned, the principal appears to have succeeded in garnering parent and community support. Parent and community commitment was apparent from interviews conducted by the team. A Community Room is designated for the parents' use. The same room is used by the preschool and the Head Start programs. Parents have been involved in such volunteer activities as helping in the classrooms, teaching cooking, working with students on crafts, and participating in program evaluation.

Compensatory education services for Lexington's participating students includes individualized reading instruction based on the Prescriptive Reading = Individualized Mathematics + Excellence (PRIME) program of the Fresno Unified School District. PRIME activities are tied into the regular classroom work, although children are brought to the lab if there is a severe need. PRIME allows the immediate location of need and provides for immediate feedback to teachers on the students' work. In every classroom 90 minutes are devoted to reading and 90 minutes to mathematics. The district mathematics program is the base program, and students are referred to the lab for compensatory education services. The first half hour is devoted to the district's program for the entire class. The remaining hour is addressed to meeting student needs through team teaching in small groups or on an individual student basis. Student work is supervised by the classroom teacher, the classroom aide, or by the resource teacher in the lab. Learning centers in the classrooms provide extended opportunities for the students to use or practice newly acquired knowledge and skills. To keep track of the progress made by participating students, school personnel keep a folder for each student, with records of finished work, pre- and post-test results, and other significant information. Continuing in-service training for the staff ensures that the individualized approach to remediation succeeds. The staff has been studying the Ethna Reed mastery learning technique for possible adoption in the coming school year.

Contact person:

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Lexington Elementary School
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Longfellow Elementary School (K—6)

Alameda City Unified School District

A Haven for Learning

Enrollment: 381

Ethnicity:

Asian 14.44%

Black 8.14%

Filipino 30.45%

Hispanic 13.64%

Native American 0.79%

White 32.54%

Total percent of minorities: 67.46 percent

Categorical funding sources:

LEP allocation from EIA

ESEA, Title I (now Chapter 1)

School Improvement Program (SIP)

Main features:

- A principal who sets the socio/emotional/working tone
 - Academic emphasis
 - The home and school program
 - Student-parent-teacher homework agreement: parent and child kit (PACK)
-

On a scale of zero to 3, Longfellow Elementary School was rated "3" on all items on the interview guides/records relating to the principal, classroom teachers, specialist or resource teachers, aides, auxiliary staff, and parents. Observation checklists on classroom teachers and specialist teachers indicate evidence of all the elements of instructional effectiveness, academic emphasis, effective classroom environment, and continuing monitoring.

The leader of the visiting team refers to the school as "a child's paradise." In terms of the seven project criteria, what outstanding practices appear to explain the Longfellow story? The presentation must begin with the site administration. The principal demonstrates an attitude toward self, students, co-workers, learning, and teaching that is decidedly positive and contagious. She definitely sets the socio/emotional/working tone for Longfellow School. She demonstrates exceptional skills in human relations, communication, and team building, as well as a broadly based view of education and its processes, as these relate to student needs. To keep herself abreast of knowledge, she has her own

schedule for in-service training. Her administrative style is characterized by open, shared decision making, with all staff members having input into the school programs, especially in matters calling for change.

Academic emphasis is on providing all students with a high quality instructional program in basic skills. This emphasis ensures continuous progress toward achievement at or above the national norms. The California Assessment Program (CAP) and *Comprehensive Test of Basic Skills (CTBS)* scores indicate that the goal is being attained. Promising practices in this area include the implementation of these schoolwide approaches: Ginn 720, Compucat System Math Drill, Scott Foresman Mathematics, and the San Mateo Spelling Program. Responses to item 1 of the "School Climate Questionnaire" indicate that the principal and the staff "always" encourage a desire for learning.

Instructional effectiveness is made possible through a staff development program that is based on the identification of skills and competencies needed to implement new aspects of schoolwork. Training in new techniques and skills is followed through with class-



room observations and feedback by the principal, as well as reviews by the coordinator. In addition every staff member submits an individual staff development plan in at least one area of interest. The plan includes the staff member's objectives and suggestions on how to achieve them. This personalized approach to staff development has been very beneficial in strengthening staff skills. Maximum use of staff instructional skills is ensured through emphasis on *direct* instruction in small groups. Because Longfellow operates on a decentralized base, the well-trained staff makes the most of the decisions that immediately affect student learning. School personnel in different roles confirm in Item 4 of the "School Climate Questionnaire" that teachers are "always" encouraged to be innovative. Aides, too, are very well trained. They perform practically every classroom-related activity, except for the teaching of new lessons.

The supportive school and classroom environment is the result of a philosophy and practice that influence every effort toward making the school a place for learning. The school is clean and attractive; the atmosphere is friendly and makes one feel comfortable. The school discipline policy formulated by parents, staff, and students working together has achieved its goal of "effective discipline by effecting responsibility." The strategies center on two components: responsibility and involvement. The idea is to bring students into "effectively structured learning groups" as a key to "opening a whole new world of motivation, enthusiasm, and constructive interaction." Besides, every student is made aware of the expectations given in the following statement of philosophy:

We are all unique and special at Longfellow School. We like to see others happy and ourselves happy. We respect the rights of other students and adults in our school. We understand that we are in school to learn. We understand our responsibilities.

A statement of children's rights and corresponding responsibilities also exists. Recently, a "Student-Parent-Teacher Homework Agreement" was developed whereby the three parties pledge to carry out the agreement. All of these strategies contribute to the maintenance of a learning environment which promotes trust, satisfaction, cooperation, and self-discipline for both students and adults.

Besides the homework agreement, two other programs are intended to foster parent assistance: Paren-

tal Education and the Volunteer Program. Because 62 percent of the parents are foreign born, it is important that they become familiar with the dynamics of American public education. This orientation is promoted by family functions and the distribution of high quality but easy-to-understand publications, such as (1) the *Student-Parent Handbook*; (2) *Math Begins at Home*; (3) *The Longfellow Letter*; and (4) *Welcome to Longfellow*. The Volunteer Program, on the other hand, resulted in the development of a Parent and Child Kit (PACK), which is a resource bank of reading and mathematics materials to be used at home. Parents attend weekly workshops at which they develop the materials and learn to use them.

The supportive school and classroom environment is the result of a philosophy and practice that influence every effort toward making the school a place for learning.

For compensatory education students at Longfellow, services are clearly supplemental to the very strong base program. The reading lab offers for participating students an average of 90 to 100 minutes of instruction each week. Instruction is scheduled on an extended day basis (before and after the school day) to increase the direct teaching time for students. Activities in the lab involve use of both computer and traditional materials. Computer activities introduce the concept being taught through a story. After the story the children use work sheets that provide reinforcement. Traditional activities involve the children in vocabulary development, comprehension skills, oral reading skills, writing skills, and follow-up activities on the concept taught. For participating students who are also of limited-English proficiency (LEP), the language lab provides high quality ESL and basic skills instruction. The language lab is also conducted on an extended day schedule.

Contact person:

Marlene C. Greevich, Principal
Longfellow Elementary School
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Where the Social Classes Merge

Enrollment: 427

Ethnicity:

Asian 4.92%
Black 43.09%
Hispanic 1.64%
White 50.35%

Total percent of minorities: 49.65 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)

Main features:

- Project Write
 - Structured leadership
 - Homework policy
-

Malcolm X Intermediate School is situated in one of the lowest socioeconomic communities of Berkeley. Nearly 25 percent of the students are bused to the school from other areas, and many of them are from homes described by one of the teachers to be "as fancy as homes in Berkeley can be." Some of the students are offspring of either regular faculty members of the University of California or of visiting professors/scholars from other states or foreign countries. What strikes the observer, however, is the happy integration of rich and poor, black and white—a merging of classes! The students assist one another, do things together, play together, and, hopefully, learn from one another.

Malcolm X School has no fads and frills and nothing fancy. The school and classroom environment could be made more attractive, but student achievement does not suggest an immediate need for that. One of the factors the visiting team considered outstanding in this school is the principal's style of leadership, which is structured, without being authoritarian:

- Students enter and leave the building with the teacher.
- An organized physical education program is encouraged rather than free play.
- All records and reports are expected to be completed correctly and on time.
- After a decision has been made, all staff members are expected to abide by that decision.
- Joint planning by the staff and the administration is practiced.

The structure of the school also characterizes the principal's supervisory practices, staff organization, and discipline. For example, the teachers know what to expect in terms of supervision:

- Three formal conferences with the principal each year
- Weekly classroom visits
- Acknowledgment on the bulletin board of unusual practices
- Friendly memos to teachers who operate below expectations

Structure is also seen in staff working relationships and individual operation:

- A team leader/resource teacher works with teachers at each grade level.
- The principal, the vice-principal, and the three resource teachers meet once a week.
- Each classroom teacher is given three 50-minute preparation periods per week.

- Meetings with the home/school liaison person and the student supervisor take place as often as needed.

Teamed with the principal is a dedicated and knowledgeable person who serves half-time as vice-principal and half-time as resource teacher. While the ultimate responsibility rests with the principal, the vice-principal provides administrative and management assistance for program-related matters, such as needs assessment, planning, and diagnosis.

One of the special projects at the school, "Project Write," centers on paragraph and essay writing in the fourth grade and includes research in the fifth and sixth grades.

In reading the goal is to inject more literature into the program by integrating it with social studies. The health curriculum includes the Drug Program and the Preparing for Adolescence Program. Varied oppor-



tunities are provided for all of the children for music study—chorus, instrumental music, orchestra, the string group, the band, and a special jazz band. Art instruction is provided for an hour per week, and physical education, as previously indicated, is more of an organized program.

High academic expectations are fostered by a stimulating and academically competent faculty, easy access to a wealth of human resources (including parents), the communication and homework policies, and the involvement of the community. From interviews with parents and their comments on communication folders and homework packets which are sent home monthly, the review team noted that parents have faith that homework really works. The teachers call the parents when the children do not turn in their homework. Parents appreciate the effort of the teachers in enforcing the homework requirements.

High academic expectations are fostered by a stimulating and academically competent faculty, easy access to a wealth of human resources (including parents), the communication and homework policies, and the involvement of the community.

Compensatory education services are provided by the resource teachers, the home/school liaison person, and (indirectly) by a clerk-typist who assists the home/school liaison person. Malcolm X School does not hire

instructional aides for compensatory education students. The compensatory education program is based on a program of continuing diagnosis, for which the staff acquired the necessary competencies through a three-year in-service training program called "Reach-for-Learning." The thrust of the in-service training program was to help teachers identify the students' strengths and weaknesses, to find the specific ways a child learns best, and to choose materials and classroom practices that will ensure student learning. The close connection between lab and classroom is one of the reasons the compensatory education program is so effective. Needs that are identified in the classroom are remediated in a pull-out program administered by the resource teachers. This practice provides support to the base program by centering on needs identified from formal diagnosis. These services involve a minimum of one and a half hours a week per student and are not simply extensions of day-to-day lessons. Specific difficulties experienced by students are handled promptly by classroom teachers, unless it becomes clear that lab remediation is necessary. In general, the labs provide a healthy setting for remediation. They are well equipped, spacious, properly lighted, and well organized.

Contact person:

Jack Hamahashi, Principal
Malcolm X Intermediate School
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Berkeley, CA 94703
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Double Dose of Reading and Math

Enrollment: 438

Ethnicity:

Asian 5.94%
Filipino 0.68%
Hispanic 51.14%
White 42.24%

Total percent of minorities: 57.76 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
School Improvement Program (SIP)

Main features:

- Library Media Center
 - Abundance of adult instructional help
 - Participatory management
 - Project Catch-Up
-

Pomona Elementary School was one of several schools included in *Winners All*, a booklet published by the U.S. Department of Health, Education, and Welfare in 1978. On June 17, 1982, Pomona was identified in the *Orange Coast Daily Pilot* as a school where "students made good use of federal funds" and where the special programs worked "because of the dedication and skills of teachers and administrators as well as the hard work of the students themselves."

The report of the visiting team lists the things that work at Pomona: student support of one another, open communication, the pragmatic approach, double doses of reading and mathematics, excellent adult/child ratio, enthusiastic staff, continuing in-service training, and so forth. Some of these educational approaches will be discussed in terms of the seven criteria for the project.

The principal's management style is participatory, as evidenced by the number of staff committees providing information for the decision-making process. At all times, there is open communication with the staff, including the auxiliary staff, while the principal keeps herself informed of student progress through classroom visits and staff meetings. As a result there is high-level understanding and commitment to the programs, and staff morale is high. The responses to item 6 of the "School Climate Questionnaire" from 23 of the 25 respondents indicate that "the compensatory education program 'always' has the strong support of the staff."

Curricular and instructional emphasis is on the basic skills, without the neglect of other curricular areas.



Thus, the children get a double dose of reading and mathematics, and limited-English-proficient (LEP) students study English as a second language. The adult/student ratio makes this possible at Pomona. As one teacher remarked, "Whole class instruction is seldom resorted to, because there are always at least four adults in the classroom." However, only the professional educators engage in actual teaching. Minimal use is made of dittoed materials. The aides indicated that they are always assisting children. The teachers feel that the abundance of adult help, including that of parents, also motivates the children. The students know that they are all expected to work hard and achieve, and they do achieve. In addition to adult praise for good work, awards are given for good behavior and achievement. As confirmed by 23 of the 25 respondents, the principal and the staff "always" encourage students to learn. The students "always" have a sense of pride in their school and in the student body, according to 24 of the same 25 respondents.

The school grounds have become the hub of the community. No evidence of vandalism or graffiti appears. The children, indeed, protect their campus, and they are obviously happy and relaxed. This situation may be largely the result of the positive behavior plan or assertive discipline for which the staff received training one summer. Besides the reinforcement of good behavior, the plan stresses student/parent awareness of rules, as well as the consequences of rule violations. Of interest are the Reading Achievement Center (which is one of two reading labs at Pomona) and the Library Media Center. Personnel in the Reading Achievement Center provide individualized diagnostic and prescriptive instruction, while those in the Media Center offer small-group and large-group instruction. An observer cannot ignore the fact that Pomona administers a double dose of reading and mathematics.

The compensatory education supplemental program takes the form of "Project Catch-Up," an exemplary lab for the reinforcement of reading and mathematics skills. This program is characterized by continuous diagnosis and "pinpoint" teaching. Individual diagnosis takes place every five to ten days. The difficulties identified are made the focus of remedial teaching by the resource teacher.

Contact person:

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Pomona Elementary School
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South Elementary School (K—6)

Tracy Elementary School District

Coordination Is the Key

Enrollment: 352

Ethnicity:

Asian 2.84%
Black 4.83%
Filipino 0.85%
Hispanic 44.60%
White 46.88%

Total percent of minorities: 53.12 percent

Categorical funding sources:

LFP allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B
Miller-Unruh
School Improvement Program (SIP)

Main features:

- TGIF (Think, Grow, Imagine, and Have Fun)
- A carefully coordinated comprehensive educational program
- Formal and informal tracking of student progress
- Communication through "family meetings"

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South Elementary School serves a community which is located in the City of Tracy and outlying unincorporated areas of San Joaquin County. This community is as diverse in ethnicity as it is in socioeconomic factors. According to a school report submitted by the principal to the State Department of Education, "A significant number of the families live in low-income housing, while others live in houses ranging in cost to as high as \$200,000. Two-thirds of the 357 students are bused to school, 70 students are from families receiving AFDC, and 103 students receive free lunches."

The visiting team reports that the school is fortunate in having a principal who is an experienced and effective manager. He has been a principal of compensatory education-funded schools for the last 14 years and was an elementary school teacher for 11 years before becoming a principal. As a leader, he practices participatory management, delegates academic goals, and maintains an "open-door policy" that accommodates both the professional and the classified staffs. As the designated public relations representative for the school, he keeps the community and the staff fully apprised of the school goals, expectations, accomplishments, and needs. Decision making and goal setting take place in meetings with the school staff, including the aides and

the noninstructional personnel. To provide opportunities for school personnel to share concerns, successes, or ideas affecting school operations and goals, quarterly family meetings are held.

Specific practices used by the principal to get himself involved in the total South School educational process and to promote communication with the staff and the community are as follows:

- Weekly contact with a local newspaper reporter
- Close supervision of school notices, including monthly newsletters and bulletins in both English and Spanish
- Quarterly school "awards assemblies" for social and academic achievements
- Maximum visibility and availability to the staff and the community on campus by minimizing off-campus activities during school hours
- Eating lunch daily with the students in the school cafeteria
- Daily visits to every classroom or to as many classrooms as possible
- Attendance at scheduled parent advisory meetings and school functions whenever possible
- Meeting with individual staff members to set specific goals and processes for monitoring such goals



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The visiting team noted that the entire staff stresses high academic expectations for all the students. Current specific goals are posted in several locations—in the teachers' lounge, at the school office entrance—to make everyone aware of them. Every effort is made to keep track of student progress, both formally and informally. Of great assistance in the pursuit of academic goals is the superior coordination between the classroom staff and the reading specialist, the speech specialist, and the bilingual specialist. Effective practices which address the academic areas include the following:

- **TGIF (Think, Grow, Imagine, and Have Fun).** This is an elective program for grades five and six, which includes a variety of four- to six-week minicourses.
- **The Awards Program.** This program is intended to give students opportunities to share positive feelings with as many students as possible, without watering down the awards by giving them for mediocre achievement.
- **The Golden "50" Club.** Any South School pupil whose parents certify that he or she has read a minimum of 50 books becomes a member of this reading club.
- **The Spelling Bee**
- **Word Sleuth, Inc.** This activity involves the children in word games and puzzles that are challenging and informative. Awards in the form of "Super Word Sleuth" pens are presented at the end of May.

The visiting team members reported that all the criteria for instructional effectiveness in the Classroom Observation Guide were noted during their observations of classroom teachers and the reading resource teacher. Instruction was described as "excellent," "very structured and enriched," "beautifully done," and "very effective through groups." Even the aides had complete lesson plans and were providing direct instruction and remediation, instead of being relegated to paperwork. The school has a very strong instructional staff. Staff development activities have sharpened the staff members' skills, and they are dedicated to providing the best possible program of instruction. The same can be said of the auxiliary staff members, who are equally positive and dedicated.

Discipline and order prevail and are primarily the classroom teachers' responsibilities, with the principal being very supportive and intervening only as needed. From all indications, assertive discipline (for which the staff was trained four years ago) has worked.

Further, the student motivational level is high because the "principal and the staff always encourage in students a desire for learning." This was indicated by 100 percent of the respondents to Item 1 of the "School Climate Questionnaire." The same respondents confirmed that the "administration and the staff always have a sense of pride in the school and the student body."

Of great assistance in the pursuit of academic goals is the superior coordination between the classroom staff and the reading specialist, the speech specialist, and the bilingual specialist.

With regard to the compensatory education services for participating students, respondents to Item 6 of the "School Climate Questionnaire" confirmed that the "compensatory education program has the strong support of the staff." Supplemental services are provided by aides in the classrooms and, in some cases, by parent volunteers in a language understandable to the students. Each of the 12 classes has learning centers in reading, language, and mathematics. The centers are supervised by the aides and are equipped with audiovisual and supplementary materials from the resource center. Participating students receive a minimum of 30 to 40 minutes of instruction per week at each of the centers, depending on their grade levels and their needs as determined by their performance on tests. For the individual needs of the children to be met as closely as possible, most classes have a shared reading program in English and in Spanish. The children are grouped and taught reading skills in accordance with their determined reading levels in both languages. Groupings are flexible, and the children are moved from one group to another in accordance with their needs.

On the whole South School offers an effective comprehensive educational program for which multiple funding sources have been carefully coordinated with the base program.

Contact person:

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South Elementary School
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Tarpey Elementary School (K-6)

Clovis Unified School District

Everybody Expected to Produce

Enrollment: 675

Ethnicity:

Asian 2.96%
Black 0.59%
Filipino 0.15%
Hispanic 13.19%
Native American 0.89%
White 82.22%

Total percent of minorities: 17.78 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)

Main features:

- Student Motivation Program.
 - Competition and its positive results
 - Emphasis on the direct instruction of small groups
 - Full parental support
-

Personnel in the Clovis Unified School District, in which Tarpey Elementary School is situated, expect everybody to produce. Schools are recognized at a special school board meeting if students achieve growth in academics and other designated criteria. At the end of the 1981-82 school year, Tarpey School was declared the best of the 12 schools in the district on the basis of the following criteria: student academic achievement, cocurricular activities, and community involvement. This outstanding performance occurred because Tarpey School expects the staff to produce and awards them for student achievement. Student achievers are also rewarded; thus, the students enjoy competing with one another to be number one. While everybody wants to be first, there is no cutthroat competition at all. The negative psychological effects of competition that have been written about do not seem to have affected Tarpey School, for the students seem to thrive on competition.

The high-level motivation must have made this school one of the rare compensatory education-funded schools that met both the CAP criterion and the criterion of "at least ten NCE (normal curve equivalent) gains" in reading and mathematics for school years 1979-80 and 1980-81 on the achievement test administered by the district to compensatory education students. To keep student motivation alive, the school maintains a student motivation program in three areas: academic, nonacademic, and multipurpose. The follow-

ing is an outline of the competitive activities in each area:

1. Academic

Attendance competition
Scholarship competition
Honor roll competition
Others

2. Nonacademic

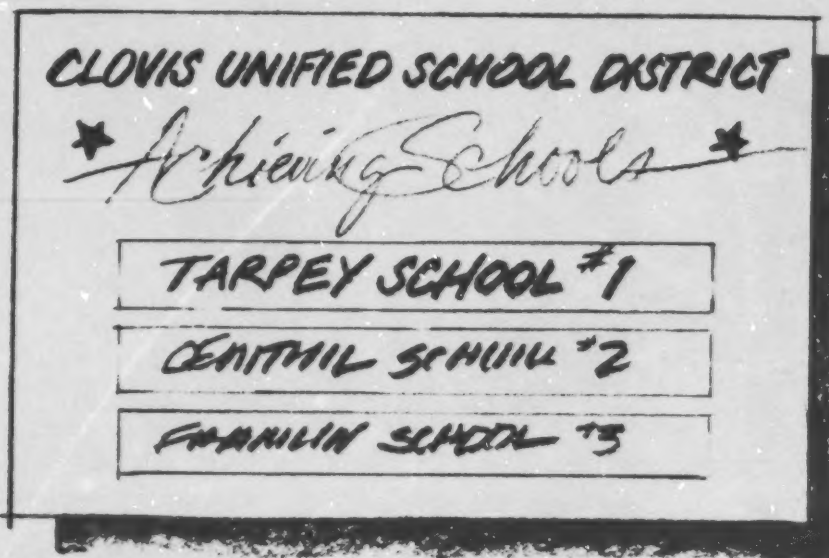
Athlete of the week
Book markers
Birthday cards
Physical fitness
Others

3. Multipurpose

Newsletter competition
Student of the month
Super Spartan Club
Weekly competition
Weekly rallies

The visiting team reported that the students expressed pride and satisfaction in accomplishing their goals. In addition, all of the responses to Item 2 of the "School Climate Questionnaire" indicated that the administration and staff "always" demonstrate pride in the school and in the student body. With the exception of one respondent, the same group confirmed that the princi-

The negative psychological effects of competition that have been written about do not seem to have affected Tarpey School, for the students seem to thrive on competition.



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pal and the staff "always" encourage in students a desire to learn.

The principal, who has been at Tarpey School for two years, is the overall manager—the organizer—who effects discipline through his own humanistic approach with every individual. Instructional leadership is exercised by the resource teachers, who are very effective in diagnosing problems and in determining prescriptions for the remediation of student difficulties. However, the principal and the resource teachers work very well together in continually monitoring student progress through classroom visitations and conferences with teachers. They are a team whose teamwork started in another school where they had worked together before coming to Tarpey School.

The school atmosphere in general is friendly and supportive of the students. The classrooms are task-oriented, and the children apparently feel good about themselves and enjoy learning. Classrooms are well managed (no "dead" time). Direct instruction of small groups is the approach used most frequently. The classrooms are arranged to allow two or more instructional groups to operate simultaneously without distraction. The staff does not seem preoccupied with trying to be modern or new. What is important is what works. As one teacher indicated, "teach-practice-reteach" remains the good old approach to skill development in reading and mathematics. The 11 aides who are all deployed in classrooms provide follow up and reinforcement.

Tarpey School has the full support of parents and the community in regard to academic standards, disci-

pline, and the dress code. Parents feel that the quality of education is excellent and that Tarpey is a very competitive school where children develop the will to succeed. They also perceive the staff to be open and willing to listen to parents. The involvement of parents in student learning is confirmed in the responses of parents to items regarding their "General Commitment to Schooling," a section on the questionnaire entitled "A Report Card for Parents."

Based on the results of formal diagnosis, an individual learning plan (ILP) is developed for each participating student. The ILP includes details about the individual student's weaknesses and prescribes activities to remediate each one. Assessments are made often enough to remain current with student growth. Conferences of the principal, resource teacher, and classroom teacher to evaluate each EDY student are an important aspect of the monitoring process. The resource teachers administer the ILPs and assist classroom teachers with practically every curricular/instructional problem. The instruction that goes on in both the base program and the compensatory education program has definitely enhanced achievement as well as social growth for all the children.

Contact person:

Peter Reyes, Principal
Tarpey Elementary School
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Clovis, CA 93612

Tracy Elementary School (K—6)

Baldwin Park Unified
School District

A Practical Approach

Enrollment: 634

Ethnicity:

Asian 2.52%
Black 0.63%
Filipino 8.04%
Hispanic 69.09%
White 19.72%

Total percent of minorities: 80.28 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)
School Improvement Program (SIP)

Main features:

- The staff—a family
 - A management style that leaves teachers free to become good teachers
 - Emphasis on student responsibility and self-direction
 - Product more than process
-

The Tracy Elementary School's philosophy is a way of thinking that seeks and uses practical means to help the children attain their goals. The principal has sought to bring the staff together into a family imbued with the same point of view. He is described by the visiting team as "a strong personality, charismatic, and highly visible." As a leader he has the respect and loyalty of a skilled and stable staff. The staff members stay at Tracy School because they like working there. The principal's philosophy is such that teachers have plenty of time to teach and freedom to be good teachers. This is ensured by the elimination of fads and frills and unnecessary paperwork. For example, the school does not have a written conduct code or written contractual agreements with parents and children to ensure good behavior, but the children know what is expected of them. Further, the principal is more interested in the product than in processes. As he explained to the visiting team, "When children are achieving at the right pace, we know somebody is doing something right."

As in other schools, the emphasis at Tracy School is on academics. Homework is an integral part of the curriculum from kindergarten through the sixth grade. If a student's homework is not turned in, the teacher writes a note to the parent, but it is made clear that homework is the child's responsibility.

The goal of all teaching and learning in the skill areas is *mastery*. As the resource teacher remarked, "There is no letup until mastery is attained." To ensure that children achieve the standard of mastery, teachers often find it necessary to work with children, with the consent of parents, after school hours on weekdays or on Saturdays and Sundays. In keeping with the accepted standards, children are retained in kindergarten to nip problems in the bud. This policy is part of the teachers' efforts to maintain the standards and to ensure student progress through the grades—moves which characterize good teaching. The fact that teacher competence is recognized was confirmed by 100 percent of the respondents to Item 9 of the "School Climate Questionnaire."



The instructional staff members are, in general, very enthusiastic and highly skilled teachers and aides. They relate well to one another and maintain very personal relations with their students. The staffing process may have something to do with this. As pointed out by the principal, educational skills are not the most important entry criterion for teacher applicants. It is more important that the appointee be vibrant and have the qualities that would fit into the staff family. Instructional skill development is handled through a highly personalized staff development process. Besides, the staff members train and serve as resource persons to one another. Peer tutors and cross-age tutors from a neighboring high school also provide instructional assistance. The visiting team's observation of classes in session verified that as much as 90 percent of the time is devoted to direct teaching. Groups are small, homogeneous, and flexible. Teachers were observed to work with each group for at least 30 minutes each time. The movement, however, is toward increasing self-direction on the part of the students.

The team also noted the following:

The calm, warm, and friendly climate of the classrooms

The structure provided by the district reading and mathematics management systems

The student motivation that comes from the increasing exercise of independence and responsibility

The continued monitoring of individual student progress

The auxiliary staff support which was rated "excellent"

The compensatory education program has the strong support of the staff and the students, according to responses to items 6 and 7 of the "School Climate Questionnaire." Supplemental services are provided directly to participating students in their respective

classrooms by an excellent resource teacher, parents (if available), aides, and cross-age tutors. Children are not taken out of class to receive supplemental services. The resource teacher is basically a program coordinator and provides in-service training, especially for new teachers and aides. She describes her responsibility as primarily that of "helping teachers help the children." She does this by creating instructional strategies that enhance student interest. She also holds meetings and workshops for parents at each grade level and responds to student referrals made by both teachers and parents.

The aides describe their functions as follows:

Help classroom teachers reinforce student skills.

Assist with testing.

Perform yard duty.

Assist in developing materials.

The principal's philosophy is such that teachers have plenty of time to teach and freedom to be good teachers.

Each month the aides meet with the resource teacher to discuss new materials or to develop instructional materials. Planning time with the classroom teacher, however, is scheduled on a weekly basis. Because the aides find it difficult to fit meetings and planning sessions into their schedules, the teachers have to find other ways to keep them informed.

Contact person:

Albert Cartwright, Principal
Tracy Elementary School
13350 Tracy Street
Baldwin Park, CA 91706
(213) 962-3311

Treasure Island Elementary School (K—5)

San Francisco Unified School District

A Traditional School

Enrollment: 603

Ethnicity:

Asian 9.45%
Black 11.61%
Filipino 22.39%
Hispanic 5.31%
Native American 1.49%
White 49.75%

Total percent of minorities: 50.25 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)
School Improvement Program (SIP)

Main features:

- Academic emphasis
 - Behavioral expectations
 - Naval base support
 - Parent involvement
-

In 1976, the San Francisco Unified School District designated the Treasure Island School as a traditional school. Essentially, this designation means that the school places emphasis on the basics—language arts and arithmetic. This is the only school on picturesque Treasure Island, located in the middle of the bay between Oakland and San Francisco. This school primarily serves children of naval personnel who live and work on the island.

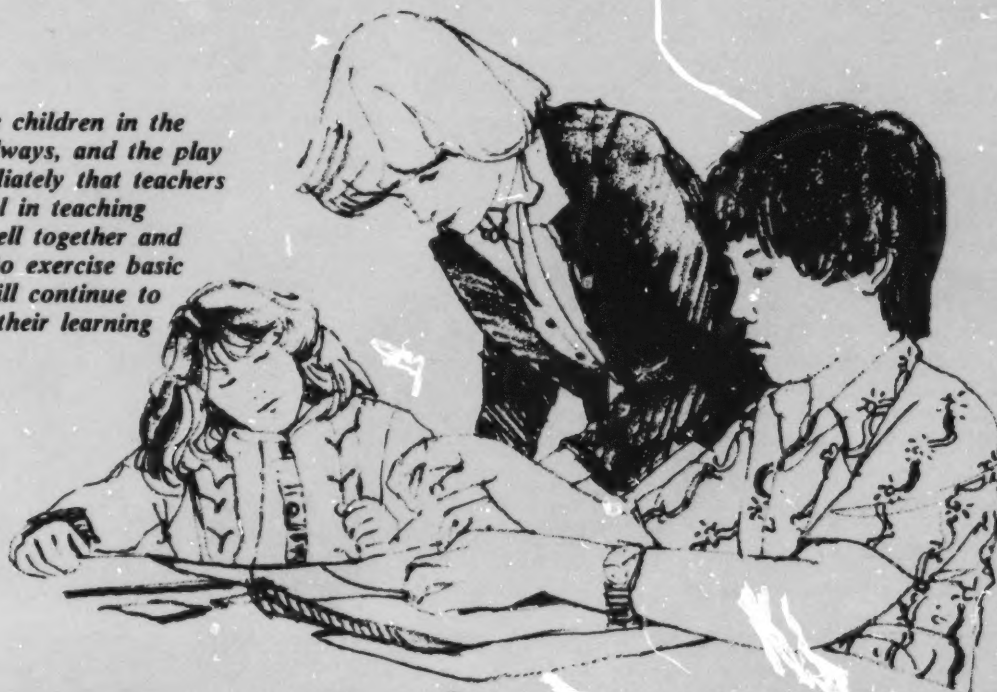
The secret of Treasure Island School's success may be, in part, the total community commitment to a traditional school. The principal, teachers, parents, and aides foster high academic and behavioral expectations and standards. The principal supports those standards by maintaining a keen awareness of student progress and classroom activities. He believes that the teacher is the single most important factor in a successful school. The principal is highly visible on campus. He visits classrooms frequently and helps out on the playground consistently. "I try never to do paperwork in my office during school hours. I stay involved with teachers, children, and activities occurring in the school during this time."

Specified standards of achievement for each instructional level have been established and are well known among school personnel and parents. An example of

these minimal standards is the fact that all teachers, regardless of their subject matter, emphasize basic skills in reading and mathematics. Teachers expect all students to achieve. One teacher explained, "We work as a team. We all feel it is our collective responsibility to reinforce basic skills and positive behavior. In this school you will never see a teacher ignore misbehavior or other student problems just because the student involved is not from the teacher's classroom."

Some students are bused to Treasure Island School from San Francisco, but the majority of students live on the island and are a part of the naval community. The school is an integral part of the naval base and, in many cases, the focal point of activity and community participation. The principal maintains close communication with the base commanding officer, who, in turn, is very aware and supportive of school programs and activities. Parents, in larger numbers than is typical, are active and involved in school activities. They serve on evaluation committees and fund-raising committees. They help chaperon students on field trips and teach special classes in art and music. Parents are an important part of the School Site Council. They take their involvement seriously and feel that they are contributing to the success of the school. Parents and the commanding officer visit the school frequently and

Observation of the children in the classrooms, the hallways, and the play areas reveals immediately that teachers have been successful in teaching students to work well together and independently and to exercise basic study habits that will continue to be a great asset in their learning process.



consistently stated during interviews that Treasure Island School staff members are competent, dedicated professionals with superior teaching and administrative skills. The staff members agree unanimously that the basics are vitally important, but they also agree that it is essential for the students to develop knowledge and skills in science and the arts. They support both of these programs enthusiastically. Observation of the children in the classrooms, the hallways, and the play areas reveals immediately that teachers have been successful in teaching students to work well together and independently and to exercise basic study habits that will continue to be a great asset in their learning process.

Teachers are enthusiastic about the parents' support they receive and encourage parents to observe in classrooms, help out on the playgrounds, and help monitor student progress at home. Careful monitoring is an integral part of the traditional school concept. The principal conducts yearly needs assessment surveys of teachers, students, and parents. Minimum proficiency examinations are given to students in the third and fifth grades, with follow-up activities and special assistance for poor performers. The students are tested annually, using the *Comprehensive Test of Basic Skills*. Results are analyzed and discussed in faculty meetings as are annual CAP testing results. Complete performance records on all students are kept easily accessible to students, school personnel, and parents in each classroom. These records are neatly organized in large cardboard boxes and contain individual reading and mathematics profile cards, preassessment and postassessment results, individualized language profiles, and samples of student work.

Student behavior during passing periods exemplifies their overall attitude. Students at all levels move with little supervision from one class to the next. They appear to be happy, comfortable, and interested in their surroundings. They are self-directed and highly motivated.

In classrooms students work exceptionally well together in large and small groups. In one second grade classroom, which is colorfully and attractively decorated with student artwork and educational posters, eight students worked industriously with the teacher in reading, responding eagerly to each cue. The remaining 22 students were involved in seatwork exercises. Although their attention to and concentration on their work was intense, they responded pleasantly and enthusiastically to questions about their activities. An instructional aide was working with individual students, each of whom seemed to know when it was his or her turn to receive extra help. Eight

students were able to work with the aide in this fashion during one 50-minute period, while reading groups and seatwork groups changed three times. All of this took place without noticeable interference with the flow of activity.

An atmosphere of self-control, self-direction, and purpose permeates each classroom. Obviously, students know what is expected of them. They work toward specific objectives that they can talk about in their own words, and they believe that their activities are important. Teachers spend a maximum of time in direct teaching with very few interruptions. Patterns, behaviors, and procedures were well established early in the school year, including efficient planning and communications between teacher and instructional aide. Aides are given daily plans and instructions by teachers, but this direction is accomplished quickly and efficiently before class begins.

The teachers attribute the success of the school to (1) effective teamwork in a faculty with little turnover; (2) the staff's caring but firm attitude; (3) administrative management and organization that promotes teaching and learning; (4) specified academic and behavioral standards fostered by high expectations; (5) parent and community support; and (6) competent help from instructional aides and volunteers.

The school enjoys the assistance of numerous volunteers. Some classrooms have five or six different volunteers. These volunteers are given specific responsibilities by teachers, and they also receive training from the compensatory education project coordinator. Each volunteer writes a job description and helps to train new volunteers before leaving.

The school administrators have always considered it important to provide high quality instructional materials and appropriate supplementary materials. Current emphasis is on the development of a new resource room so that a variety of instructional and assessment materials will be organized and available.

Architecturally, the school is made up of several pods. In each pod is a core area, stocked with a variety of learning kits, instructional materials, and work space for students and teachers. These areas are attractive and roomy, and the space and materials are well used.

Contact person:

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U.S. Naval Station
San Francisco, CA 94130
(415) 421-5412

Valley Elementary School (K-6)

Poway Unified School District

High Expectations = High Performance

Enrollment: 507

Ethnicity:

Asian 1.18%
Black 2.17%
Filipino 4.34%
Hispanic 7.10%
White 85.21%

Total percent of minorities: 14.79 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B
Title IV-C
School Improvement Program (SIP)

Main features:

- The principal—instructional leader and master teacher
 - The translation of educational scholarship into practice
 - The School Informal Evaluation Committee (SIEC)
 - Instructional excellence
-

Valley Elementary School is located in northern San Diego County. The school and grounds are meticulously maintained, and the facilities are well used and functional. The appearance of the school reflects the attitude of students and staff—sincere respect and concern for people, property, learning, and teaching.

The old adage that people live up to their own and others' expectations of them is well taken at Valley Elementary School. The staff members not only hold high expectations for student achievement but also maintain exceptionally high expectations for themselves. Valley is one of the very few schools in the competition for achieving compensatory education schools that succeeded in every objective academic criterion identified by the selection committee for the project.

The principal is a positive, knowledgeable instructional leader. Prior to his appointment, he was a master teacher in the Poway Unified School District. Creating the proper conditions for instructional excellence is his top priority. He has very high standards for his own performance and effectiveness and has high expectations for his staff and the students. He makes a determined effort to stay in touch with staff, student, and parent needs and interests. He uses regularly scheduled meetings and surveys and questionnaires to help achieve this purpose. Formal and informal teacher observations and evaluations, mini-program reviews, curriculum continua, progress reports, and standardized testing results all form part of his information reservoir to help gauge school and individual progress.

Another strategy the principal notes as important to school management is the School Informal Evaluation

Committee (SIEC) function. The SIEC involves the speech therapist, special education teacher, psychologist, the compensatory education project coordinator, and selected teachers. The committee meets weekly with the principal to plan, identify programs, and evaluate progress. "Planning is a skill and one that educators need to refine," the principal explained. He is committed to planning and to shared decision making. Group and individual planning and preparation for instruction, staff development, and evaluation are now a regular part of staff procedures.

Perhaps one of the most noticeable features at Valley School is the unique relationship between the administration and the teaching staff. Staff morale and job satisfaction are exceptionally high. The staff members definitely believe that their performance as teachers has an immediate effect on students and student ability to achieve. They know they make a difference. They expect their students to do well, and they expect Title I (now Chapter 1) students to improve fast enough to eliminate the majority of their deficiencies. The staff members attribute much of their success to the leadership of the principal. At the same time, the principal expresses complete confidence in the abilities of his teaching staff. He knows how everyone performs and what effect everyone has on the students. He is familiar with their strategies and classroom activities.

There are no gimmicks or highly structured curricular formats at Valley School. All of the teachers, however, support a schoolwide discipline policy and teach to identified objectives based on student needs. They emphasize the development of basic skills in reading, mathematics, and written and oral language. Well-organized teaching was observed in each classroom. Teamwork, cooperation, communication, caring, and individual commitment were also characteristic of teachers, aides, and students.

If all of this sounds too good to be true, a word of caution is in order. The principal at Valley emphasizes the importance of time in changing and improving the school environment and the overall quality of teacher performance. He believes that a minimum of five years of systematic, concentrated effort is needed to acquire a capable staff and to develop staff ability, teamwork, communication, and programmatic excellence.

Contact person:

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Charles Wright Elementary School (K—6)

Merced City Elementary School District

***A** n Integrated Referral System*

Enrollment: 525

Ethnicity:

Asian 3.05%
Black 5.33%
Filipino 0.57%
Hispanic 39.43%
White 51.62%

Total percent of minorities: 48.38 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B
School Improvement Program (SIP)

Main features:

- Pull-Out Program (POP) Committee
 - Homework—The biggest link to achievement
 - Belief in people
 - Sustained silent reading
-

The *Charles Wright School Handbook* for 1981-82 reflects the principal's qualities as leader and educator. The principal's message expresses his belief in people—the parents and the community, the staff and the students. His belief in people bolsters the morale in this primarily lower- to lower-middle-class community, where there is a majority of renters and a high mobility rate. He believes that the students are super and that the staff has a certain amount of expertise to offer (so have the parents and the community). Teachers are given autonomy to do what they are most comfortable doing within broad limits dictated by the needs of boys and girls at Wright School. Expectations and goals are made clear, staff evaluation is ongoing, plans are checked on a monthly basis, staff members are carefully selected, and discipline is maintained—all without great fanfare.

The emphasis at Wright School is on academics. Homework, which is considered to be the biggest link to achievement, is assigned regularly and is checked in school as an application and review of completed lessons. Sustained silent reading is scheduled; that is, every child must read each day. To reinforce reading goals, the library has books available to the students for use in the classrooms and at home. The students may also work on their assignments in the library reference section. The Library Service Club promotes interest in books by involving the children in the operation of the library. Further, each class is required to visit the library every other week.

The team noted the structure provided by the Wisconsin Reading Design, the district's mathematics continuum, the modified assertive discipline techniques,

the excellent rapport among school people, and the provision of alternatives for the students. The administration and the staff are "always" proud of the school and the student body, as indicated by 100 percent of the respondents to Item 2 of the "School Climate Questionnaire."

The teachers really work hard to get the children to achieve. The staff is dedicated to doing a good job. They receive in-service training through the district's Professional Development Center, although personalized in-service training is also provided by the site coordinator.

One of the staff's outstanding projects is PACK (Parent and Child Kit), which is designed to strengthen and enrich the children's learning. PACKs are designed for use by children and their parents at home. However, PACKs are released only to parents who have received in-service training on their use and care. The staff has developed a system for their issuance, follow up, evaluation, return, and care.

The team reported that the major strength of this program is the integration of all referrals through the Pull-Out Program Committee.

On parent/community support, the team learned that although there are few parent participants, these are parents who are really committed to the program. One of the parents expressed his belief in the quality of the program—that Wright School has done more for children than any other school in the area. The same



parent indicated that he had to forego a more lucrative job offer outside of the community in order to keep his children at Wright School.

On auxiliary staff support, the team reports that a highly efficient referral and follow-up system was noted. Their rule is to "Search and Serve," and the children really get served.

The team noted that the most promising practice with respect to compensatory education services is the Pull-Out Program (POP) Committee. This was confirmed by nearly everyone who was interviewed. The POP Committee is composed regularly of:

- The teacher or teachers making the referral
- The principal
- The site coordinator
- The speech therapist
- The psychologist
- The resource specialist
- The health coordinator
- The reading/mathematics lab clinician

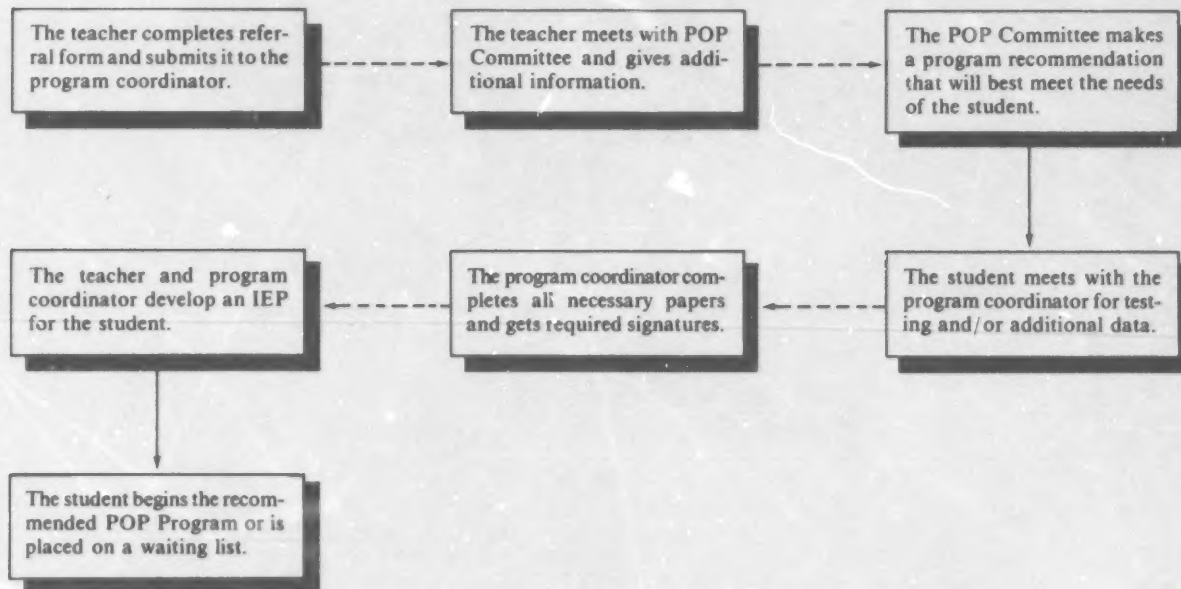
The flow chart below shows the referral process for compensatory education services and the place of the POP Committee in that process.

The process means that no child is pulled out of class separately for different programs. When a child is pulled out of class, the services designed to meet his or her needs are coordinated so there will be no duplication or oversight. By constant monitoring, the child can move quietly and easily into another program as his or her needs change.

The team reported that the major strength of this program is the integration of all referrals through the Pull-Out Program Committee.

Contact person:

William Liege, Principal
Charles Wright Elementary School
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Merced, CA 95340
(209) 723-2054



Lawrence Cook Junior High School (7—9)

City of Santa Rosa High School District

New Image Inspires Achievement

Enrollment: 881

Ethnicity:

Asian 5.22%
Black 3.29%
Filipino 0.23%
Hispanic 15.32%
Native American 2.72%
White 73.22%

Total percent of minorities: 26.78 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B

Main features:

- A new school image
 - The "School Within a School" (SWAS) concept
 - Strong district support
 - A facilitative project manager
-

Several years ago, Lawrence Cook Junior High School was held in relatively low esteem by the community as a whole. It was considered a "rough" school with low standards. That situation has completely changed. School administrators and staff members agree that the new school image has had a definite effect on the students' achievement. The staff, therefore, has made a concerted effort to improve continually the image of the school and its students. Strong emphasis has been placed on higher academic and behavioral standards. School administrators try to focus consistently on maintaining teacher productivity, energy, and self-esteem. They encourage staff to hold high expectations for all the students. The administration also makes a definite attempt to hire the most promising teacher or aide for any available job. In some cases, emphasis has been made on hiring elementary-trained teachers rather than secondary-trained teachers. According to several staff members, this effort has proven particularly effective in helping to meet the needs of compensatory education students. The administrators also recognize the importance of staff development programs in maintaining high morale. Recent in-service training programs have included "How to Work Effectively with Aides," "Program Review," and "Assertive Discipline."

Another noticeable practice at Lawrence Cook School involves the recognition and support of the school by the district office. District office personnel have supported Lawrence Cook's compensatory education program over a long period of time. Two additional teachers are provided to help with language and reading at the seventh grade level. The director of compensatory education is very visible in the school. The staff members feel that his support and concern are instrumental to the program. School staff members expressed appreciation for his ability to maintain awareness of compensatory education activities, strategies, and procedures at Lawrence Cook, as well as his understanding and recognition of individual teachers at the school.

Another great asset in the leadership category at Lawrence Cook is the compensatory education project manager who facilitates the operation, maintenance, and improvement of the school program. Any problems, concerns, questions, suggestions, or requests can be handled directly and immediately. In the words of the project manager, "Change and improvement can take place rapidly in this system." A part of this system is the high level of evaluation and monitoring maintained by the project manager. Frequent needs assessment, internal review, process evaluation, special studies,

and monthly reports to the district office characterize the system.

All teachers interviewed agreed that it is important to emphasize basic skills at the junior high school level. Lawrence Cook is the only school in the district that provides a double dose of language arts and reading to seventh grade students. Teachers also stress the importance of personalizing instruction and getting to know more about their students in order to help them with academic performance. Several teachers and aides agreed that among their most successful techniques for motivating students are personal attention to student difficulties, positive reinforcement, and high expectations. In general, teachers said that the following factors contribute to the success of the compensatory education program:

- Low student-teacher ratio

- Effective use of competent, committed instructional aides

- Establishment of a basic routine for students, making certain that they understand daily assignments so that time on task can be of maximum quality and length

- Maintenance of minimal staff turnover to increase staff teamwork among all staff

- Use of assertive discipline and positive reinforcement techniques



The reading center at Lawrence Cook, to an outside observer, appears to be a very effective approach to the program. The center is a multipurpose center that is well used. In addition to planned and structured use of the facility, individual students voluntarily and frequently use the center. Students consistently demonstrate respect for center staff and materials. They obviously feel it is a privilege to use the center, which is exceptionally well equipped and well staffed. It holds a fine collection of high-interest books, educational games, work tables, conference rooms, and quiet niches offering comfortable reading places for

Teachers also stress the importance of personalizing instruction and getting to know more about their students in order to help them with academic performance.

individual students. Throughout the day, teachers and aides simultaneously carry on group activities in the center while individuals and small groups of students work on their own.

An equally effective strategy is the employment of a community aide. At the beginning of the year, this

person contacts all parents of participating students to explain the compensatory education program and ways in which they might help the students at home. This has entailed talking to as many as 400 parents in one year. The school staff and administrators believe that the community aide maintains excellent personal relationships for the school in the community and increases support for the student at home. Teachers indicated that the community aide, who is not certificated and who originally served as a volunteer, helps solve many problems that would otherwise take up teaching time—problems related to attendance, family difficulties, and provision of suitable help for the student at home. According to the community aide, "Parents are often reluctant to talk with teachers or administrators, but are eager to discuss their problems with another parent. I may not be 100 percent successful with all parent., but the majority end up supporting the compensatory education program."

Contact person:

Joseph Sewell
Lawrence Cook Junior High School
2480 Sebastopol Road
Santa Rosa, CA 95405

Modesto High School (9—12)

Modesto City High
School District

A Unique Structure

Enrollment: 1,564

Ethnicity:

Asian 1.15%
Black 6.33%
Filipino 0.38%
Hispanic 22.51%
Native American 1.02%
White 68.61%

Total percent of minorities: 31.39 percent

Categorical funding sources:

LEP allocation from EIA
SCE allocation from EIA
ESEA, Title I (now Chapter 1)

Main features:

- Effective delegation of powers
 - Excellent aide service
 - A school behavior code
 - Articulation with feeder schools
-

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Unusually large groups of students are often said to be unmanageable or fraught with management and discipline problems. Modesto High School, however, is exempt from that indictment. The staff attributes this to an exceptionally effective principal who assigns responsibilities to his staff, gives them freedom to do their jobs well, and makes them accountable for expected results. The principal delegated the responsibility for the compensatory education program to a staff member who has worked hard to bring the program to its present level.

The instructional emphasis at Modesto High School is on reading and mathematics, and the principal's ultimate objective is to have all students achieving at grade level in all areas. Although that may sound unrealistic and the principal knows he might never make it, it often helps to aim high and work hard at it. The effort is beginning to pay off—fewer students are

failing the competency tests this year than last year, and fewer students are qualified for participation in compensatory education. Credit for this achievement goes to the administration, the staff, and the parents who have been supportive of school standards and policies.

The regular classroom instruction in reading and mathematics does not include the compensatory education students. Educationally disadvantaged students are phased into the regular classes, following a remediation period in the reading and mathematics labs and the resource center. Each class is divided into three groups operating simultaneously. Each group gets started quickly and, once started, the students are kept on task. Tardiness is not a problem, because the policy has been to discourage tardiness by sending late comers to the dean's office where they stay until their parents come for them or write a note to the principal. The

The instructional emphasis at Modesto High School is on reading and mathematics, and the principal's ultimate objective is to have all students achieving at grade level in all areas.



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school behavior code is clear, and the students carefully observe it. The classroom environment and the lessons are highly structured, thus allowing for no waste of time. The classroom activities motivate the students, and reinforcement is provided for really good work. With one exception, this situation was confirmed by the respondents to Item 1 of the "School Climate Questionnaire" regarding the constant encouragement given by the principal and the staff to develop in the students a desire to learn.

The compensatory education program at Modesto High School is different from most compensatory education programs. All students testing below the 50th percentile in reading and mathematics are designated as compensatory education students and assigned to remedial reading and mathematics labs. Before the start of special instruction, a compensatory education student assembly is held in the communication center to explain the program to the students and to inform them that their parents will be notified about their participation. Then the *Corrective Reading Series (CRS)* placement test is administered to determine the students' placement in homogeneous groups of five to eight students in the resource center. The CRS, which is, in substance and structure, a grown-up version of DISTAR, becomes the corrective program for the participating students. The base program takes place in the reading labs. In mathematics the students are phased into a district-mandated and supported remedial program, which is not dependent on books. This becomes the base program in mathematics and is given in the mathematics lab. The special mathematics activities are conducted in the resource room. Students are assigned to the labs and rotated through the resource center for as long as they need services.

The same corrective programs have been implemented in the feeder elementary schools surrounding Modesto High School. The program coordinator has established excellent rapport with administrators in these schools. He knows which students identified for participation at Modesto High School may have been previously exposed to certain aspects of the programs, but failed to meet the standards. To counteract the lack of interest in students who had been through parts of the programs, the compensatory education staff, under the leadership of the program coordinator, has written additional program levels, modified the standard activities, and added written comprehension levels.

Compensatory instruction in both reading and mathematics takes place at the communications center,

which is an air-conditioned four-room facility that has space for the development, duplication, and storage of materials for compensatory education project components. The center is very well equipped and is conducive to students making their best effort.

The same corrective programs have been implemented in the feeder elementary schools surrounding Modesto High School. The program coordinator has established excellent rapport with administrators in these schools.

Tracking student progress is ongoing. Every school day, the students earn points for academic work, attendance, and behavior. Their work is stored in individual binders for ready reference. At the secondary level, the students enjoy working for points which they see accumulate and are enthusiastic about scoring bonus points for positive behavior. After the students leave the lab and are enrolled in the regular reading and mathematics classes, monitoring by the coordinator continues. He determines whether students should stay on or be phased back into the lab.

Coordinated with the services for the compensatory education students is the provision of biweekly inservice training sessions for compensatory education staff. This includes both the instructional staff, the auxiliary staff, and the aides. The compensatory education program has its own full-time guidance counselor and a part-time registered nurse. The nurse does an initial screening of all of the participating students at the start of the school year, does a follow-up, and serves them as needed. The compensatory education staff consists of 6.7 full-time equivalent certificated positions and 9.0 full-time equivalent classified positions.

The visiting team's report included the following comment about the work done by the aides: "The aides are excellent—they have been there for years and are very supportive of the program, as well as knowledgeable about it."

Contact person:

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Tamalpais High School (9—12)

Tamalpais Union High
School District

***C*ommunity Attitudes and Achievement**

Enrollment: 1,360

Ethnicity:

Asian 3.01%
Black 6.91%
Filipino 0.07%
Hispanic 1.47%
White 88.54%

Total percent of minorities: 11.46 percent

Categorical funding sources:

LEP allocation from EIA
ESEA, Title I (now Chapter 1)
Title IV-B

Main features:

- "Tam behavior"
 - High community/student expectations
 - Shared decision making
 - High expectations for Chapter 1 students
-

Students come to Tamalpais High School from Mill Valley, Sausalito, and the Stinson Beach-Bolinas areas. A unique facility that has been operating since 1908, Tamalpais High School is like a small college campus. It has four main academic buildings and eight buildings that house classes in art, music, business, and technical arts.

The Mill Valley community and the majority of students in the school hold very high academic expectations. About 80 percent of Tamalpais graduates enter higher education institutions. The students typically score well above the average on the *Scholastic Aptitude Test* as well as on California state tests. The community and student emphasis on high achievement affects all of the students, including the compensatory education students. They try harder.

The compensatory education program at Tamalpais is operated with the philosophy that participating students should not be singled out but should receive extra help and that staff should maintain high expectations for their achievement. This integrated approach was observed. A mixture of all levels of student ability is apparent in a number of classrooms where at least 10 to 15 percent of the students are educationally disadvantaged students working beside students of middle and high achievement levels. This structure is considered to be a positive support system. Aides in the classroom provide structure, consistency, and stability for the compensatory education students. Staff members and administrators believe that the aides form an essential part of the program.

Standards of behavior at Tamalpais are developed cooperatively by the staff and the students. Peer expectations are used to enforce positive behavior. A definite attempt is made by the staff to create an atmosphere without undue pressure, tension, conflict, or confrontation. "Tam Behavior" is frequently referred to by staff and implies positive, responsible behavior and attitudes. Discipline is described as "firm but loose."

Administratively, the principal considers it his responsibility to know where problems exist and how to solve them. He believes that problem identification should be informal, nonthreatening, and participatory.

Staff morale is the most important consideration in school management. A humanistic approach is taken, allowing for teacher and student autonomy, creativity, and shared decision making. Day-to-day responsibility for the program and success of the compensatory education program is delegated to two coordinators. The development of these positions has increased the school's investment in compensatory education and

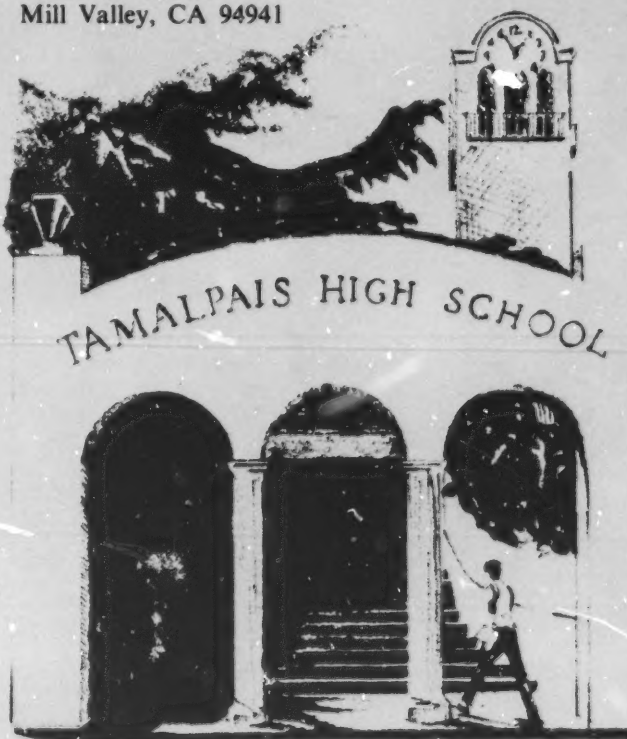
seems to be an effective instructional and managerial approach. Prior to this time, the program had been coordinated by a district administrator. Now the district administrator works primarily with the two coordinators and parent groups. She is committed to the program at Tamalpais, and her assistance was acknowledged by staff.

In addition to the special help from aides, the participating students have the advantage of two other effective instructional strategies:

1. In the mathematics lab students receive individualized instruction in basic mathematics skills. Student deficiencies and problems are identified by the classroom teacher, and remediation and reinforcement of classroom lessons are provided by the lab teachers and an instructional aide during the student's specified time in the lab.
2. The reading and writing labs in language arts involve an individualized and systematic approach to helping students. These labs are integrated, including both participants and nonparticipants.

Contact person

Ted Mitchell
Tamalpais High School
Miller at Camino Alto
Mill Valley, CA 94941



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APPENDIX I

General Information on Schools That Passed Level I Screening for Identifying Achieving Compensatory Education-Funded Schools

Rank _____
(if two or more schools in
the district have passed
Level I screening)

Name of school: _____ District: _____

County: _____

Address: _____

Telephone: _____ Principal: _____

Grade span: _____ Total enrollment: _____

	<i>Source</i>	<i>Amount</i>
Categorical funding sources this year	_____	\$ _____
	_____	\$ _____
	_____	\$ _____
	_____	\$ _____

Percent of students, by ethnic group	Percent	Number of target students in compensatory education, by grade level:
Black	_____	K _____
Hispanic	_____	1 _____
Asian	_____	2 _____
American Indian	_____	3 _____
Filipino	_____	4 _____
Pacific Islander	_____	5 _____
White	_____	6 _____
Description of school community (attendance area)	_____	7 _____
_____	_____	8 _____
_____	_____	9 _____
		10 _____
		11 _____
		12 _____

Staffing over and above regular classroom staff provided with district and/or categorical funds:

Summarized Description of Outstanding Practices

1. Planning and evaluation, if any (may include planning and evaluation procedures, ongoing planning and evaluation, needs assessment procedures, participation, role of planning and evaluation in ensuring achievement of goals for EDY students, and so forth)

In general, to what extent did these practices in planning and evaluation contribute to EDY student achievement?

- ☐ Negligibly
☐ Moderately
☐ Strongly
☐ Very strongly

2. Curriculum and instruction, if any (may include place of basic skills, goals, curriculum emphases, teaching methods, staff development, instructional materials and resources, classroom management systems, curriculum development and change processes, student activities, direct teaching time given to EDY students, and so forth)

In general, to what extent did these curricular and instructional practices contribute to EDY student achievement?

- ☐ Negligibly
☐ Moderately
☐ Strongly
☐ Very strongly

3. Parental and community support, if any (may include school philosophy regarding parent/community participation, roles of parent/community in achieving goals for EDY students, and so forth)

In general, to what extent did these practices relating to parent and community support contribute to EDY student achievement?

- ☐ Negligibly
- ☐ Moderately
- ☐ Strongly
- ☐ Very strongly

4. Site administration, if any (may include principal's style of leadership and evidences of such style, supervisory practices, staff organization, concept of discipline, means of maintaining discipline, and so forth)

In general, to what extent did these site administrative practices contribute to EDY student achievement?

- ☐ Negligibly
- ☐ Moderately
- ☐ Strongly
- ☐ Very strongly

5. Auxiliary staff support, if any (may include roles of auxiliary staff in achieving the goals for EDY students, articulation with regular classroom staff, and services provided)

In general, to what extent did these site administrative practices contribute to EDY student achievement?

- ☐ Negligibly
- ☐ Moderately
- ☐ Strongly
- ☐ Very strongly

Other pertinent school and program features that need to be highlighted, if any.

In general, to what extent did these "other features" contribute to EDY student achievement?

- ☐ Negligibly
- ☐ Moderately
- ☐ Strongly
- ☐ Very strongly

APPENDIX II

A Form for Reviewing Descriptions of Promising Practices Submitted by Districts for Candidate Schools

School: _____ Telephone: _____
District: _____ Telephone: _____
County: _____ Rank: _____
(If two or more schools passed
Screening Level 1)

Using the rating scale on the left side, rate the extent to which the seven criteria on the right side are indicated in the descriptions of practices in the five areas rated: Planning and Evaluation, Curriculum and Instruction, Parent/Community Support, Site Administration, and Auxiliary Staff Support. Be guided by the bulleted items under each criterion.

- 0 = Not indicated
1 = Vaguely indicated
2 = Moderately indicated
3 = Strongly indicated

1. Principal's leadership
2. Academic emphasis
3. Instructional effectiveness
4. Facilitating school/classroom environment
5. Continuing monitoring
6. Parent/community support
7. Auxiliary staff support

___ 1. Principal's Leadership

- Principal has influence in the planning, implementation, and evaluation of the compensatory education program.
- Principal has a key role in the operation of the CE program.
- Principal is initiator, facilitator, manager, controller, and supervisor.

___ 2. Academic emphasis

- High expectations or standards
- Emphasis on traditional academic areas
- Basic skills plus
- Content mastery

___ 3. Instructional effectiveness

- Teachers are understanding and caring, but firm about standards.
- Teachers know their subject matter and can "teach" it.

___ 4. Facilitating school/classroom environment

- Effective management
- Organization and structure
- Order or discipline

___ 5. Continuing monitoring

- Sensitiveness to feedback
- Determination of progress toward objectives
- Readiness for needed change in processes

___ 6. Parent/community support

- Moral support
- Material support
- Service support

___ 7. Auxiliary staff support

- Remediation or correction of conditions that hinder student progress

APPENDIX III

Suggested School Visitation Agenda

(Includes visitation activities/team tasks/time allotments)

First Day 8 a.m.—12 noon; 1—5 p.m.

8—8:10 a.m.

Informal Meeting with School Staff

Tell school staff the purpose of the visit if the principal has not already done that.

Set the tone (formal or informal).

8:10—9:20 a.m.

Team Meeting/Interview with the Principal

Obtain needed general information on school.

Ask for practices that the principal perceives as outstanding.

Use the interview record/guide.

Give the principal a copy of each of the following instruments:

The School Climate Questionnaire

Parent Report Card

NOTE: These two questionnaires should be given to each appropriate interviewee at the end of each interview. They are to be folded, stapled, and placed in a box in the secretary's office or just left with the secretary.

9:20—9:30 a.m.

Break

9:30—10:45 a.m.

Classroom Visitations/Observations—45 minutes each

Team leader examines records/materials in classroom where a reading or mathematics teacher is observed teaching at least a full period.

Evaluation member does the same in another classroom.

Teacher member does the same in a third classroom.

NOTE: A fourth classroom will be visited/observed on the second day to have a total of two mathematics teachers and two reading teachers visited/observed.

10:15—11 a.m.

The teacher member visits/observes another classroom teacher in reading or mathematics.

Team leader and the evaluator member observe student behavior on the grounds and hallways.

11 a.m.—12 noon

Team leader interviews for 30 minutes one of the teachers observed.

Evaluator member interviews another teacher for 30 minutes.

Teacher member interviews the third teacher for 30 minutes.

The teacher member interviews the fourth teacher during the second half hour.

Team leader and evaluator member work on the instruments during the second half hour.

1—2 p.m.

Interviews:

Team leader interviews two aides for 30 minutes each.

Teacher member interviews two volunteers for 30 minutes each.

Evaluator member interviews two groups of auxiliary staff for 30 minutes per group.

Each person interviewed is given a copy of: the "School Climate" questionnaire.

2—3 p.m.

Teacher member interviews two aides.

Team leader interviews two parents.

Evaluator member interviews two parents.

3—3:10 p.m.

Break

3:10—4 p.m.

The team, led by the evaluator, examines records on needs assessment and evaluation, tests used, discipline and attendance, and so forth.

3:40—5 p.m.

Team Meeting

Share notes.

Discuss problems/suggestions/needs to be taken up with the principal the next day.

Complete the instruments on the aide/parent/volunteer/auxiliary staff interviewed.

Second Day 8—11:45 a.m.; 1—3:15 p.m.

8—9 a.m.

Team Meeting with the Principal

Take up problems/needs that surfaced the day before.

Seek clarifications, if needed.

Finish interviews if not completed the day before.

9—10 a.m.

Visitation/Observation

Team leader visits/observes a mathematics or reading specialist teacher for one hour in the lab.

- Examines the records/materials

- Observes a full instructional period of reading or mathematics

Teacher member does the same things in another mathematics or reading lab.

The evaluator member joins one of the above.

10—11 a.m.

Team Visit to the Library/Media Center

11—11:45 a.m.

Interview with Specialist Teachers Who Had Been Observed (45 minutes each)

Team leader interviews one teacher.

Teacher member interviews the other teacher.

Evaluator member finishes the examination of records/documents or joins one of the interviewers.

Give to each person interviewed the "School Climate" questionnaire.

11:45—1 p.m.

Lunch

1—3 p.m.

Team members complete their instruments.

Team writes a summarized description of outstanding practices, relating to the seven criteria:

- Principal's leadership
- Academic emphasis
- Instructional effectiveness
- Facilitating school/classroom environment
- Parent/community support
- Auxiliary staff support

3—3:15 p.m.

The team meets with the principal to say "Thank You." The team's impressions may also be discussed, upon request by the principal.

APPENDIX IV

Tables

The tables in this appendix show the aggregate response to questionnaire and interview items used by the visiting teams.

Table 1
Number of Compensatory Education-Funded Schools in 1979-80
and 1980-81; Number That Passed Each Screening Level

Type of school	Number of compensatory education-funded schools		Number of schools that passed screening levels		
	1979-80	1980-81	Level 1	Level 2	Level 3
Elementary	1,787	1,855	67	32	21
Junior high	277	286	1	1	1
Senior high	285	267	11	2	2
Totals	2,349	2,408	79	35	24

Table 2
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Principals

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
Place of academic instruction; kinds of expectations for the children	45	0	0	0	0	45	100
How views regarding academic instruction are carried out	43	0	0	0	0	43	100
How order and discipline are ensured	40	0	0	1	2	39	98
The purposes/goals of compensatory education for participating students	41	0	0	14	32	27	68
How the views expressed in "D" are ensured	32	0	0	0	0	32	100
How the comparability of base services for participating and nonparticipating children is ensured	38	5	14	7	18	26	68
How the supplemental nature of compensatory education services is ensured	40	12	29	13	33	15	38
How understanding of and commitment to the compensatory education program are promoted	39	0	0	8	21	31	79
Principal's role in planning the program	50	0	0	6	12	44	88
How plan implementation and the achievement of goals for compensatory education students are ensured	38	2	5	5	13	31	82
How parent/community support of and commitment to the compensatory education program are promoted	42	0	0	8	17	34	83
What is done to ensure that activities, content, and methods lead to the attainment of objectives for compensatory education students	37	1	3	3	8	33	89
What is done to ensure that compensatory education and other school programs reinforce one another	40	9	22	8	20	23	58
What is done to ensure that auxiliary staff services contribute to the achievement of goals for compensatory education students	48	0	0	7	15	41	85
What is done to ensure an adequate evaluation program for compensatory education	39	1	3	15	38	23	59
What is done to ensure that the positive effects of compensatory education are sustained	35	0	0	7	20	28	80

Table 3
Certain Aspects of School Operation, as Rated by Individual Team Members Based
on Their Interviews with Classroom Teachers

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
Selection of compensatory education participants	54	2	4	20	37	32	59
When and how supplementary services are provided for compensatory education students	53	0	0	23	43	30	57
How needs are diagnosed; how prescriptions are made	57	0	0	14	25	43	75
How student interest is aroused and maintained	51	0	0	5	10	46	90
The appropriate use(s) of whole-class instruction, expository lessons, discussion, and the question and answer method	48	0	0	11	23	37	77
The place of direct instruction; how the time for direct instruction is increased	54	0	0	9	17	45	83
The place of expectations in student learning; examples	50	0	0	3	6	37	94
Examples of discipline problems encountered; how the teacher has dealt with them	57	0	0	8	14	49	86
The place of academic activities in teaching; how the time for academics is increased	57	0	0	7	14	43	86
Management systems used in (1) reading; and (2) mathematics; how used	50	0	0	8	16	42	84
Favorite strategies for developing skills in (1) reading, and (2) mathematics	48	0	0	16	33	32	67
Favorite strategies for developing problem-solving or critical thinking abilities in (1) reading; and (2) mathematics	45	7	15	35	78	3	7
What is done to get maximum benefit from the support of aides and volunteers	45	0	0	14	31	31	69
How parent/community understanding and support of the compensatory education program are promoted	56	11	20	16	28	29	52
What is done to ensure that management and instructional processes are getting results; examples of continuing monitoring	48	0	0	19	40	29	60

Table 4
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Specialist Teachers

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
Meaning and intent of compensatory education; selection of participants	28	7	25	7	25	14	50
How the specialist teacher's work relates to regular classroom work	30	0	0	14	47	16	53
How individualized instruction is conducted	26	0	0	9	35	17	65
How student interest is aroused and maintained	27	1	4	12	44	14	52
Where supplemental services are provided; how the compensatory education student's loss of time with the regular classroom teacher is prevented	27	1	4	10	37	16	59
The place of direct instruction; how time for direct instruction is increased	28	1	4	0	0	27	96
Specialist teacher's role in staff development; specific strategies	29	8	28	0	0	21	72
Specialist teacher's role in parent education and the promotion of parent involvement; specific strategies	19	0	0	0	0	19	100
How timely remediation of referred student difficulties is ensured	30	1	3	4	13	25	84
Favorite strategies for the remediation of learning difficulties in (1) reading; and (2) mathematics; why the strategies are favorites	27	0	0	3	11	24	89
How the needs of LEP students participating in compensatory education are dealt with; specific examples	13	0	0	9	69	4	31
What is done to promote coordination between compensatory education and the base program; between compensatory education and other programs	22	3	14	1	4	18	82
The degree of emphasis on academic instruction and learning; indicators of such degree of emphasis	19	1	5	4	21	14	74

Table 5
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Instructional Aides

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
The district's procedures for hiring aides	49	3	6	15	31	31	63
Kind of training for aides on assigned tasks	48	2	4	12	25	34	71
Kinds of tasks assigned to aides	39	4	10	2	5	33	85
What aides do to ensure that compensatory education participants are appropriately served	37	3	8	6	16	28	76
The aides' instructional functions	50	0	0	7	14	43	86
How aides arouse and maintain student interest	54	0	0	11	20	43	80
Place of order and discipline; how these are maintained; specific examples	49	0	0	6	12	43	88
How aides ensure the effectiveness of instructional processes	47	5	11	9	19	33	70
How instructional/learning time has been increased, if at all	40	0	0	7	18	33	82
Staff meetings aides participate in; nature of their participation	34	1	3	10	29	23	68
Favorite teaching strategies in (1) reading; and (2) mathematics	41	5	12	9	22	27	66

Table 6
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Auxiliary Staff

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
The purpose of compensatory education	30	6	20	10	33	14	47
How auxiliary staff members learned about compensatory education	28	3	11	15	53	10	36
How cases needing assistance are identified	34	0	0	6	18	28	82
How the progress of referrals is tracked	36	3	8	3	8	30	84
Auxiliary staff perceptions of the immediate and ultimate purposes of their jobs	34	0	0	7	21	27	79
The extent to which the demand for auxiliary staff services is met; what is done for efficient management of services to referrals	30	0	0	10	33	20	67
How students are encouraged to avail themselves of auxiliary staff services; examples	33	3	9	4	12	26	79
Strengths of current auxiliary staff service; room for improvement	36	1	3	6	17	29	80

Table 7
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Parents

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
The quality of education the children are getting	32	0	0	0	0	32	100
Things emphasized in the programs and in teaching	34	0	0	10	29	24	71
The purposes of compensatory education	26	7	27	5	19	14	54
How the parents learned about the purposes of the compensatory education program	21	4	19	7	33	10	48
Whether the parents believe in the compensatory education program; why or why not	21	1	5	8	38	12	57
Kinds of support given to the program	24	0	0	8	33	16	67
What parent does when concerned about a child who is participating in the compensatory education program	23	0	0	8	37	15	63
Benefits derived from having a school advisory committee	34	15	44	9	27	10	29
One or two things that the parents like most about the compensatory education program	23	0	0	8	35	15	65

Table 8
Certain Aspects of School Operation, as Rated by Individual Team Members
Based on Their Interviews with Community Volunteers

Items	Total number of raters per item	No./percent of respondents per rating level					
		1 - Low		2 - Fair		3 - High	
		Number	Percent	Number	Percent	Number	Percent
Reasons for serving the school	19	0	0	7	37	12	63
Amount of time contributed	25	1	4	17	68	6	28
Preparation given the volunteer for tasks assigned	16	0	0	16	100	0	0
How selection of volunteers is conducted	25	1	4	17	68	7	28
Purpose of the compensatory education program; how interviewee was informed	22	15	68	7	32	0	0
Kinds of tasks performed by volunteers	19	4	21	0	0	15	79
Kinds of staff meetings attended; nature of participation	7	3	43	1	14	3	43
One or two things the volunteer likes most about the compensatory education program	20	13	65	7	35	0	0

Table 9
School Climate, as Rated by Selected School-Related Persons for Their Respective Schools

Items	Total number of raters per item	No./percent of respondents per rating level							
		0 - Never		1 - Sometimes		2 - Almost always		3 - Always	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
The principal and the staff encourage in students a desire for learning.	260	0	0	0	0	20	8	240	92
The administration and the staff have a sense of pride in the school and the student body.	248	0	0	0	0	12	5	236	95
Students are absent only for justifiable reasons.	232	3	1	20	9	147	63	62	27
Teachers are encouraged to be innovative in their classrooms.	215	0	0	1	1	31	14	183	85
The school's compensatory education program has the strong support of parents and the community.	233	0	0	5	2	76	33	152	65
The compensatory education program has the strong support of the staff.	234	0	0	2	1	36	15	196	84
The compensatory education program has the strong support of the students.	224	0	0	4	2	88	39	132	59
The students observe the rules of behavior.	227	0	0	1	1	140	61	86	38
Teachers are rewarded for good teaching.	227	0	0	29	13	69	30	129	57
Aides are given opportunities for advancement.	161	12	7	20	12	54	34	75	47

Table 10
Instructional Materials/Resources, as Rated by Individual Team Members

Items	Total number of respondents per item	No./percent of responses			
		Present		Absent	
		Number	Percent	Number	Percent
State-adopted textbooks in the classrooms that represent a variety and range of difficulty reflecting the range of achievement of pupils in each classroom	28	27	96	1	4
A variety of instructional equipment (projectors, cassette players, recorders, record players, and so forth) that can be easily shifted from class to class as needed	31	31	100	0	0
A library containing generous collections of carefully catalogued fiction and nonfiction that individual children and teachers have access to	28	27	96	1	4
A collection of multiethnic printed and media materials in the library and classrooms	29	28	97	1	3
An expanded library which functions as a multimedia learning center	26	23	88	3	12
A central resource room staffed by an attendant where criterion-referenced test materials and contracts (prescriptions) are organized	28	26	93	2	7
A laboratory or workroom equipped with materials	30	26	87	4	13
An efficient duplicating facility for rapid production of teacher-designed materials	30	20	67	10	33

General Items on Instructional Resources

Items	Total number of respondents per item	Percent of respondents per rating level				
		1	2	3	4	5
On a scale of 1—5, with "5" being the highest, rate this school on the variety, range, and completeness of instructional resources available.	27	0	0	0	67	33
On a scale of 1—5, with "5" being the highest, rate this school on the management system by which instructional resources are made economically available for use of staff and pupils.	26	0	0	23	23	54

Table 11
The Climate of Grounds/Hallways, as Rated by Individual Team Members

Items	Total number of raters per item	No./percentage of responses			
		Yes		No	
		Number	Percent	Number	Percent
On the Playground					
Are adults on playground/campus duty?	40	40	100	0	0
Do groups of minority students seem to "cluster" away from the majority group?	39	38	97	1	3
Are groups of students encouraged to participate in active play, as opposed to just "standing around"?	38	34	89	4	11
Is there evidence that adults maintain rapport with students by chatting with them, mediating quarrels, encouraging "loners" to join groups, and so forth?	40	35	88	5	12
In the Hallways					
Is routine movement between class periods orderly?	40	40	100	0	0
Do the students show appropriate conduct?	40	40	100	0	0
Is the atmosphere in the hallways friendly?	39	39	100	0	0

General Items on Grounds/Hallways

Items	Total number of respon- dents per item	Percent of respondents per rating level				
		1	2	3	4	5
On a scale of 1—5, with "5" being the highest, how do you rate the climate of this playground?	38	0	0	0	26	74
On a scale of 1—5, with "5" being the highest, how do you rate the climate of the hallways?	34	0	0	0	15	85

Table 12
Parents' Self-Ratings on School-Related Behaviors, as Indicated in the "Report Card for Parents"

Item	Total number of raters	No./percent of respondents per rating level					
		1 - Excellent		2 - Satisfactory		3 - Needs to improve	
		Number	Percent	Number	Percent	Number	Percent
Parental Support for Basic Skill Development							
<i>Reading</i>							
I read to my child.	54	32	59	21	39	1	2
I let my child see me read.	49	38	78	10	20	1	2
I encourage my child to read to me.	48	36	75	10	21	2	4
I visit the library with my child.	48	22	46	18	38	8	16
I provide books in my home.	49	47	96	1	2	1	2
I teach my child to take care of books.	48	42	91	3	6	1	3
I keep myself aware of my child's reading problems.	44	40	91	3	7	1	2
<i>Mathematics</i>							
I encourage my child in mathematics.	48	43	90	4	8	1	2
I understand the school's program.	48	33	69	14	29	1	2
I know how my child is performing in mathematics.	48	43	90	4	8	1	2
I provide mathematics-related activities at home.	48	20	42	24	50	4	8
I try to improve my mathematics skill's.	48	22	46	18	38	8	16
I find mathematics games for my child to use.	46	20	43	20	43	6	14
I let my child help me shop.	49	27	55	19	39	3	6
I give my child the opportunities to solve problems.	45	29	64	12	27	4	9
I let my child explain his or her mathematics homework.	43	33	77	8	19	2	4
Parental Involvement in Learning							
I listen to my child.	45	41	91	2	7	1	2
I talk with my child.	45	41	91	3	7	1	2
I show an interest in what my child tells me.	45	41	91	3	7	1	2
I answer questions asked by my child.	44	41	93	2	5	1	2
I discuss with my child what he or she sees on television.	45	22	49	21	47	2	4
I expose my child to different experiences.	45	34	76	10	22	1	2
I encourage my child to write.	45	37	82	6	13	2	5
I speak properly around my child.	47	35	74	10	21	2	5
I attend in-service training sessions for parents.	47	26	55	14	30	7	15
Parental Involvement in the School							
I attend parent meetings as frequently as possible.	47	33	70	10	21	4	9
I know the purpose of the Parent Advisory Council (PAC).	45	22	49	6	13	17	38
I participate as a member of the PAC.	45	22	49	6	13	17	38
I try to volunteer some of my time at the school.	45	32	71	10	22	3	7
I read newsletters and other information received from school.	47	43	91	3	6	1	3

Table 12 (continued)

Item	Total number of raters	No./percent of respondents per rating level					
		1 - Excellent		2 - Satisfactory		3 - Needs to improve	
		Number	Percent	Number	Percent	Number	Percent
General Commitment to Schooling							
I make sure that my child attends school on a regular basis.	47	46	98	0	0	1	2
I put my child to bed at a reasonable hour.	47	41	87	5	11	1	2
I make sure that my child arrives at school on time.	46	43	93	2	4	1	3
I encourage my child to complete his or her homework on time.	46	45	98	0	0	1	2
I set aside a specific time for my child to study each day.	37	25	68	10	27	2	5
I help my child to do his or her homework when necessary.	39	36	92	2	5	1	3
I contact my child's teacher on a regular basis to find out how he or she is progressing.	39	32	82	6	15	1	3
I turn off the television while my child is studying or reading.	39	26	67	11	28	2	5
Parental Attitudes Toward Children							
I smile often.	44	35	80	8	18	1	2
I avoid comparing my child with other children.	44	28	64	15	34	1	2
I teach my child responsibility.	44	35	80	7	16	2	4
I encourage my child to try new things.	43	35	81	7	16	1	3
I send my child to school in a happy mood.	44	34	77	10	23	0	0
I send my child to school neat and clean.	44	41	93	2	5	1	2
I hug my child.	44	39	89	4	9	1	2
I demonstrate patience with my child.	43	21	49	21	49	1	2
I make my child feel important.	43	36	84	6	14	1	2
Parental Attitudes Toward Discipline							
I am consistent in carrying out rules.	43	35	82	7	16	1	2
I praise good behavior.	43	39	91	3	7	1	2
I try to find out the cause of improper behavior before giving punishment.	43	31	72	11	26	1	2
I try to correct the cause of poor behavior.	41	33	81	7	17	1	2

Table 13

Conditions of Teaching/Learning Noted in Classrooms by at Least 75 Percent of the Visitation Team Members (As Indicated on the "Classroom Observation and Visitation Guide and Questionnaire")

Conditions of Teaching/Learning	N = 72 No./percent of observers	
	Number	Percent
Class Records/Materials		
The day's work is structured or organized.	63	88
The progress of compensatory education students is tracked.	57	79
The materials are consistent with instructional purposes and expectations (including those for the LEP and special education students).	57	79
The materials are consistent with learning needs and the learner's developmental level.	56	78
Teaching/Learning		
<i>Instructional Effectiveness</i>		
Direct instruction on tasks	65	90
Well-organized period	64	89
Teacher enthusiasm	62	86
Effective use of large group instruction	60	83
Active student participation	60	83
Good sense of humor	60	83
Clarity of questions, explanations, instructions	59	82
Effective use of aides/volunteers	56	78
<i>Academic Emphasis</i>		
Encouragement of effort	58	81
Satisfactory level of class interaction	58	81
Teacher mastery of subject matter	57	79
Focus on basic skills	56	78
Apparent love for learning	56	78
Goal-oriented activities	55	76
<i>Facilitative Classroom Environment</i>		
Order/discipline	61	85
Positive relationships among the students	57	79
Positive relationships between the staff and the students	57	79
Student attentiveness	56	78
Classroom physical conditions positively influence learning.	56	78
<i>Continuing Monitoring</i>		
Corrections or adjustments based on feedback	56	78
Continuity between check-up and instruction	54	75

Other Publications Available from the Department of Education

Effective Practices in Achieving Compensatory Education-Funded Schools is one of approximately 500 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Budget (1983)	\$3.00
American Indian Education Handbook (1982)	3.50
Apprenticeship and the Blue Collar System: Putting Women on the Right Track (1982)	10.00
APs for the Gifted and Talented, Grades 1-6 (1981)	2.75
Arts for the Handicapped Trainer's Manual (1982)	6.50
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
California Private School Directory	9.00
California Public School Directory	12.50
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
College Core Curriculum: University and College Opportunities Program Guide (1983)	2.25
Computer Literacy of California's Sixth and Twelfth Grade Students (1984)	1.50
Curriculum Design for Parenthood Education (1982)	3.50
Guide for Vision Screening in California Public Schools (1984)	2.50
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
History-Social Science Framework for California Public Schools (1981)	2.25
Improving the Attractiveness of the K-12 Teaching Profession in California (1983)	3.25
Improving the Human Environment of Schools: Facilitation (1984)	5.50
Improving the Human Environment of Schools: Problems and Strategies (1979)	2.50
Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
Instructional Materials Approved for Legal Compliance (1984)	6.00
Literature and Story Writing: A Guide for Teaching Gifted and Talented Children (1981)	2.75
Making Mealtime a Happy Time for Preschoolers (1983)	7.50/10
Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
Martin Luther King, Jr., 1929-1968 (1983)	3.25
Mathematics Framework and Addendum for California Public Schools (1984)	2.00
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
Nutrition Education-Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
Nutrition Education-Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
Nutrition Education-Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
Nutrition Education-Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use in California's Public Secondary Schools (1981)	2.50
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Preparing Food for Preschoolers (1983)	7.50/10
Preschool Program Guidelines (1983)	2.70
Raising Expectations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
Resources in Health Career Programs for Teachers of Disadvantaged Students (1983)	6.00
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Science Education for the 1980s (1982)	2.00
Science Framework for California Public Schools (1978)	1.65
Science Framework Addendum (1984)	3.00
Statement on Competencies in English and Mathematics Expected of Entering Freshmen (1982)	2.50
Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
Techniques for Preventing the Spread of Infectious Diseases (1983)	1.50
Time and Learning in California Schools (1984)	1.50
Toward More Human Schools: Exemplary Efforts in Self-Concept, Human Values, Parenting, and School Climate (1981)	1.75
Trash Monster Environmental Education Kit (for grades six)	23.00

University and College Opportunities Handbook (1984)	4.50
Visual and Performing Arts Framework for California Public Schools (1982)	3.25
Wet 'n' Safe: Water and Boating Safety, Grades 4-6 (1983)	2.50
Wizard of Waste Environmental Education Kit (for grade three)	20.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.